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ABSTRACT

This is a manual of lesson plans developed for the junior high level as part of a comprehensive career education program called Career Achievement Skills Training (CAST) developed by the Pontiac Public School Personnel, Pontiac, Michigan. These lessons include two components: (1) student procedure sheets-behavioral and sequential steps leading to attainment of the career skill, and (2) teacher procedure sheets-instructional program steps containing a method and strategy for teachers and counselors in teaching the student steps. The purpose of this manual is to increase the number of methods, strategies, programs and resources available to teachers involved in career education. It is recommended that this lesson manual be used in conjunction with the rest of the CAST program. (Author/HMV)

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LESSON PLAN MANUAL I Junior High

CAREER ACHIEVEMENT SKILLS TRAINING PROGRAM*

Developed by Pontiac Public School Personnel

Pontiac, Michigan

June, 1974

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FOREWORD

The CAST Phase III Lesson Plan Manual consists of three manuals, a Junior High Lesson Plan Manual, a Lower and an Upper Elementary Lesson Plan Manual. These Phase III manuals grew out of the combined experiences of 38 Pontiac teachers and 500 students over a two year developmental period which emerged from a Phase I exploration period.

During Phase II of the project teachers and counselors were trained by Dr. Ted Friel, Dr. David Berenson and Dr. Richard Pierce from Carkhuff Associates to develop and deliver this Career Achievement Skills Training (CAST) program based on the student skills outlined in the following six books from the Working Skills and Life Skills Series, written by Dr. Robert Carkhuff and Dr. Ted Friel:[1]

How 'Who' Finds His First Job, 1973 - Elementary
How 'Who' Develops His Career, 1973 - Junior High
The Art of Developing a Career - Student's Guide, 1973 - Senior High and adults

The Art of Helping, 1972
The Art of Problem Solving, 1973
The Art of Program Development (in press)

Using these books and their curriculum development skills learned in the Carkhuff inservice training, the teachers and counselors developed their own lessons which they used to deliver the CAST objectives.

At the end of Phase II all teachers' and counselors' revised and modified lesson plans were reviewed by two CAST participants and developed into a Phase II Junior High Lesson Plan Manual.

These lessons included two components: 1) "Student Procedure Sheets" - behavioral and sequential steps leading to attainment of the career skill. 2) "Teacher Procedure Sheets" - instructional program steps containing a method and strategy for teachers and counselors to use in teaching the student steps.

This Phase II Lesson Plan Manual was developed primarily as a tool to use during Phase III of the project in training the new CAST participants in the CAST skills they would be teaching their students. The junior high and high school teachers and counselors used the Phase II manual as written, while the elementary teachers and counselors had to modify and simplify some of the skills and methods as they proceeded.

After using the Phase II Junior High Lesson Plan Manual during Phase III of the project revisions and grade level changes were found to be necessary. (See PROGRAM DESCRIPTION SECTION of the Phase III Final Report for a description of the changes) Therefore, during the last month of Phase III the following major changes in the Phase II Lesson Plan Manual were made:

1. The Phase II Junior High Lesson Plan Manual was revised and a Phase III Junior High Lesson Plan Manual developed.
2. From the Phase II Junior High Lesson Plan Manual a Lower Elementary and Upper Elementary Phase III Lesson Plan Manual was developed which contained most of the skills presented at the junior high level, but simplified and related to the developmental needs of elementary school students.

These Phase III manuals were developed primarily for use by the teachers and counselors as delivery tools not as inservice training tools as described in the Phase II manual. Thus, the reason for the change in purpose of the Phase III manual was because the teachers and counselors had already acquired the career skills using the Phase II manual and thus thoroughly knew the learning process necessary to achieve the CAST skills. What they needed was a lesson plan manual which would provide them an increased number of methods, strategies, programs and resources from which they could draw upon to teach the learning process and thus increase their chance of reaching more students. Therefore, the Phase III Lesson Plan Manuals were developed to meet their need.

If these Phase III Lesson Plan Manuals are to be used appropriately teachers must first be trained in the skills they expect their students to acquire. Thus, it is recommended that the Phase II Lesson Plan Manual be used (along with the books from the Carkhuff Working Skills and Life Skills Series) as a tool to train teachers in acquiring the learning process of the CAST skills while the Phase III manuals be used in training teachers in delivering the CAST skills to their students. (A copy of the Phase II Lesson Plan Manual can be found in the Staff Inservice Training Program Manual)[2]

IT IS RECOMMENDED THAT THE UPPER ELEMENTARY, LOWER ELEMENTARY AND JUNIOR HIGH PHASE III LESSON PLAN MANUALS BE CONSIDERED AND USED AS ONE PROGRAM. CROSS-REFERENCES ARE MADE BETWEEN THE APPENDICES

OF THE MANUALS. THEREFORE, THE MANUALS SHOULD BE KEPT TOGETHER. FOR EXAMPLE, NOTE THE DIFFERENCES IN THE APPENDICE'S:

APPENDIX A - IS IN THE JUNIOR HIGH MANUAL
APPENDIX B - IS IN THE LOWER ELEMENTARY MANUAL
APPENDIX C - IS IN THE UPPER ELEMENTARY MANUAL

In addition to the Phase III Elementary and Junior High Lesson Plan Manual a High School Lesson Plan Manual called an Idea Book for a Secondary Career Education Program, has been developed under a separately funded career project called the Pontiac Adult-Student Learning Systems[3] (PALS). This career project and manual are extensions of the CAST program and are based on the Working Skills and Life Skills Series written by Dr. Robert Carkhuff.

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[1] Publishing information is in Appendix 128A

[2] Copies of the Phase III Final Report may be requested through AIM/ARM Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

[3] See Appendix 132A for a description of the PALS project

PURPOSE OF CAST

Robert Carkhuff sums up the dilemma of students today when he says, "Chance will dictate their careers. Chance will dictate their success. Chance will dictate their fates. They may be lucky for a moment in time . . . or two . . . but they cannot be lucky for life."

Luck is not part of the CAST Program. CAST does not leave the fate of students up to chance. Instead, it equips them with the skills they need to make decisions and plan for their careers. These skills are Expanding, Narrowing and Preparing. The skills that make the difference between choice or chance. Skills that are observable, measurable and repeatable behaviors. Skills that help the teacher and counselor evaluate their effectiveness.

The CAST Program makes a skill delivery where most career programs do not. They fall short. They deliver facts: "Twenty-five percent more women are entering the fields of Business Management." Some deliver concepts: "Jobs can be grouped in clusters called job families." Others deliver principles: "If I know about more jobs, then I will have more jobs from which to choose." Few deliver skills: "Students will classify their jobs into two mutually exclusive categories." And rarer still, are those career programs that deliver a systematic program to teach the skill:

1. Generate job titles by thinking of the jobs you see on the way to school.
2. Ask yourself, "How are these jobs alike? How are they different?"
3. Name two groups in which all these jobs could be placed.
4. Put the jobs into their respective groups.
5. Ask yourself, "Can any job in group one also fit in group two?" If the answer is yes, then the two groups are not mutually exclusive.
6. Test out another classification system.

Without a program like the above, there is no assurance that students will be able to perform the skill. Without skills, students cannot act on what they know. Without skills, teachers and counselors do not know if they have made a delivery.

CAST provides the students, teachers and counselors with the career skills and programs they need to get from where they are in their career planning process to where they want or need to be. It provides a structure under which all existing career programs, units, activities, etc., can have a functional place. It is sequential, systematic and cyclical. The students learn how to expand information about themselves and the job by using people and thing sources. The narrowing phase helps the students relate the career information to their values using a decision-making process. Finally, in the preparing stage, the students conduct an interview-internship with a person working in the job they have chosen, reevaluate their job decision in light of the information gained and develop a program to bring them closer to their career goal. A recycling through the process may help students further expand career information or it may help them expand information in other areas of their life. The process must be used to be maintained.

Through the skill process presented in the CAST program the students learn the skills of how to learn about and plan for their careers. These skills will help students increase their career and life choices. CAST students do not have to rely on chance to dictate their fates, they have skills to maximize their successes!

PURPOSE OF THE MANUAL

Lesson Plan Guide

This manual is meant to be a guide for you, the teacher and/or counselor. It focuses on daily classroom activities, but includes additional support programs and resources. It is not intended to be complete, but serves as a core program around which you, as a resourceful and creative teacher, can build and expand where necessary to meet the needs of **your** students. This manual is written not to represent a finished product, but to demonstrate a program which is living, growing and changing. It recognizes and encourages the contributions of **each of you** who deliver it.

Training

These lesson plans are not intended to stand alone, but to provide a means by which you, the teacher and/or counselor, trained in both the career skills of expanding, narrowing and preparing and the human skills of attending, observing, listening and responding, can extend these skills to your students. It is essential that you be able to perform the skills you are teaching your students! Therefore, an inservice training program is essential for all of you who plan to deliver the **CAST** program. (A recommended training format, procedures and materials are included in Appendix 123A of this manual.) The better skilled you are in exploring, understanding and delivering the program, the better your students will be able to perform the skills.

If for some reason it is absolutely impossible for you to receive inservice training, and you are willing to put in hours of individual work and study, the following suggestions will help you prepare for the CAST program delivery:

1. Start early. Delivering the CAST program requires much advance preparation and organization, but it will pay off.
2. Go through the book as one of your students. The best way to become familiar with the program is to go through each of the steps yourself before you teach it. This process will also help you to **anticipate** your students' needs more effectively.
3. The following books are a reading must![3]

   The Art of Helping - This book will help you in interacting with your students as well as in teaching them the human or interpersonal skills they will use on their interview-internship.

   The Art of Teaching - This book will help you in understanding the human or interpersonal skills from a teacher's perspective and will also help when teaching program development which is part of the preparing phase.

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[3] Author and publishing information can be found in Appendix 128A.

The Art of Developing a Career - This book is meant to be used with high school students and adults. It will help you gain a perspective of the total skill program of which the junior high program is only a part. In addition, the career decision-making process is explained very well.

How 'Who' Develops His Career, 1973 - Junior High - The lesson plans in this manual frequently refer to this book, which presents the career skills in a comic book format. This format provides: 1) an excellent visual aid for you in your understanding of the CAST program and, 2) a good preview and review of the skills for your students.

How 'Who' Finds His First Job, 1973 - Elementary - This book is a simplified version of the junior high book mentioned above. It is very helpful to use with those students who can not handle the skills at the level they are presented in this lesson plan manual.

The Art of Problem Solving - This book is helpful for those of you, particularly counselors, who want to help your students push the career decision-making process into the broader context of problem solving. For those students who readily learn the decision-making process, this book is excellent for helping them extend their skills into another area.

Format Design

The lesson plan book is set up systematically. First you will find the CAST Overview Chart, which is a schematic drawing of the CAST program cycle. Then, on the three following pages you will find, 1) the goals of the program on the CAST Step Chart, 2) each goal and its respective performance objectives, and 3) the Student Question Step Chart which presents student questions related to each goal and some performance objectives. These four pages combined should give you a preview of where the program begins, where it leads and how it proceeds.

The instructional procedure is well detailed on each lesson plan page. Each component is explained below:

Goal - Next to the word Goal, you will find a statement and then, a question of the goal. The questions are presented from the student's frame of reference and serve as questions they should be finding answers to as they proceed through the program.

Principle - This gives the reason for the lesson and relates the day's skill to a larger program goal.

Performance Objective - This describes what skill the students will be doing and how they will be expected to do it.

Materials - This section references all the materials necessary for this lesson.

Methods and Procedures - These are the steps which you follow in delivering the lesson.

Notes and Evaluation - This section is used for your plans, changes and/or additions before or after using the lesson.

Check Steps - These are evaluation questions which you should give to the students, so that they can evaluate if they have performed the skill correctly.

Additional Suggestions or Information - These are helpful hints for you to use in delivering the lesson or in applying the skill in another area.

Instructional Format

The following procedure is suggested in the delivery of each lesson:

Review - so students know where they were yesterday. (Refer to CAST Step Chart.) You or the students:

1. Present yesterday's student question and skill objective.
2. Steps taken to reach objective.

3. Definition of terms.
4. Principle of yesterday's skill.
5. Check steps. (What questions do I ask myself to know I'm doing the skill right?)

Preview - so students know where they are going.

1. Present today's student question, objective and principle.

Exercise - so students know how they will get there.

1. Tell and demonstrate each step of the program.
2. Have the students do each step with you.

Practice - so students will learn the skills.

1. Have the students practice the skill in as many ways and as many times as is possible.
2. The more times they can use the skill, the greater their chances of "owning" it.

Summary - so students know where they have been today and how that relates to where they are going tomorrow. You or the students:

1. Show on CAST Step Chart, where we were, where we are now (skill) and what steps we took to get there.
2. Present principle.
3. Present check steps.
4. Refer to CAST Overview Chart which is permanently up in the room.
5. Leave them with something that makes them curious about what will be happening tomorrow. (Perhaps tomorrow's student question.)

Support People

Many support personnel and organizations can contribute a great deal to the delivery of CAST. For example, parents, the librarian, school and community organizations, the Chamber of Commerce and other service clubs should not be overlooked as resources, both for research and for the interviews. Parents should be involved in the program wherever possible, from the beginning, both for the help they can provide in implementing the curriculum and for the help they can provide their child. (See Appendix 90A-101A for suggested parent programs.)

In delivering the CAST program, you and the counselor can work together as a team, each contributing from the richness and uniqueness of your own background. You are involved in delivering the skills to the students as a group. The counselor is involved in meeting individually with students to provide specific information, guidance and reinforcement in the light of students' needs. (See Appendix 102A-108A for Counselor Programs.)

Support Program

You should evaluate all existing school programs for their possible relationships in supporting the CAST program. For example, you might have after school clubs, career days, hobby shows, volunteer groups, etc., that would help the students practice their skills and expand their information.

To help students explore their interests in relationship to jobs, we simplified and computerized Dr. John Holland's *Self Directed Search*[4]. We called it Computer Assisted Occupational Search (CAOS) and piloted it with our junior high school students. A copy of the material can be found in Appendix 83A-89A. (More information on the technical aspect of the computer program is found in the Phase III Report.)

Internship-Interview

The internship-interview is the heart of the CAST program. It allows the students to apply the human or interpersonal skills they have learned to expand job information using a people source. It allows them a realistic view of a working environment, a worker and the work to be done. With this information they can now verify the accuracy of their original information. Thus, the internship experience makes the decision-making process real for the students. (The internship program is described in Appendix 110A-123A.)

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[4] Dr. John Holland, *Self Directed Search*, Consulting Psychologists' Press, 1970.

GENERAL DELIVERY SUGGESTIONS

Scheduling is Important

The lessons were designed to be completed within a three-week block, although it is possible that the amount of time actually needed would vary from class to class. After experimenting with other schedules for delivering these skills, e.g., once or twice a week, it was felt that the continuity would be more efficiently carried out if the lessons were taught daily. These lessons can readily be integrated with the skills being developed in social studies or language arts classes. (See Appendix 108A for an example.) Also, you might want to have the students study careers related to your content area. (See Master Chart of Careers Related to Subject Areas, Appendix 56A-82A.) If you are teaching CAST for the first time, we urge you to stick closely to the lessons as they are presented in this manual; then expand or revise as you see fit later.

Process is the Key

It cannot be over emphasized that this curriculum is concerned with skill development. That is why the lessons are activity oriented. Therefore, stress should be placed on the processes, rather than the specific information or chart completion for any lesson. For instance, students need not be pressured into accepting rigid definitions of categories, but should be encouraged to develop their own definitions and be able to justify why they might, as an example, place a job into one category rather than another. Their reasons will help you understand how they perceive their world. If you explore their response you will soon find out what they know and what they want and need to learn.

Motivation is Critical

Motivation is a many-sided aspect of this program. At the outset, and throughout the program, students will need to have reasons (principles) for learning career skills. At the same time, by participating in the program, students will hopefully be motivated to expand their skills and their horizons beyond the scope of these pages. Another important part of motivation is building in success for every student so that each student receives positive reinforcement each day.

Group Work is Emphasized

We strongly encourage as much group activity as possible: for sharing, for research, for developing projects, bulletin boards, interest centers, for providing helpers for slow readers, and for providing leadership opportunities for capable students.

Evaluation is Continuous

If students keep their work in individual folders, then they have access to previous information at all times, so that they and you can evaluate daily progress from one goal to the next. Their check steps serve as their daily self evaluation. For an overall evaluation, it is suggested that you develop questions (asking students to perform or use their skills) at the end of each of the three phases - Expanding, Narrowing and Preparing.

ACKNOWLEDGEMENTS

Great appreciation for the time and hard work contributed to the CAST program is expressed to the following people who have been a part of the program.

To Jim Ahearn and Karen Danley for developing the first CAST Lesson Plan Manual.

To Helene Mrokowski and Ginny Yansen for their contribution to the revised Junior High Lesson Plan Manual.

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Judy Battenschlag, Director of CAST program.

*These people were trainers for the CAST program 1973-1974.

STUDENT QUESTION STEP CHART

11.2 How will I get there?
11.0 Where am I going?

10.2 Does this job still meet my values?
10.0 Is the job as favorable as I thought it was?

9.3 What will I do during the interview?
9.2 How will I prepare for the interview?
9.0 How do I get information from a people source?

8.0 Which job is better for me?

7.0 What do I want most from a job?

6.2 What are the requirements of my two job alternatives?
6.0 What do I want to know about my two job alternatives?

5.0 How can I find out about my job?

4.5 What jobs do I want to explore?
4.3 How much education do I want?
4.0 What is my preferred interest area?

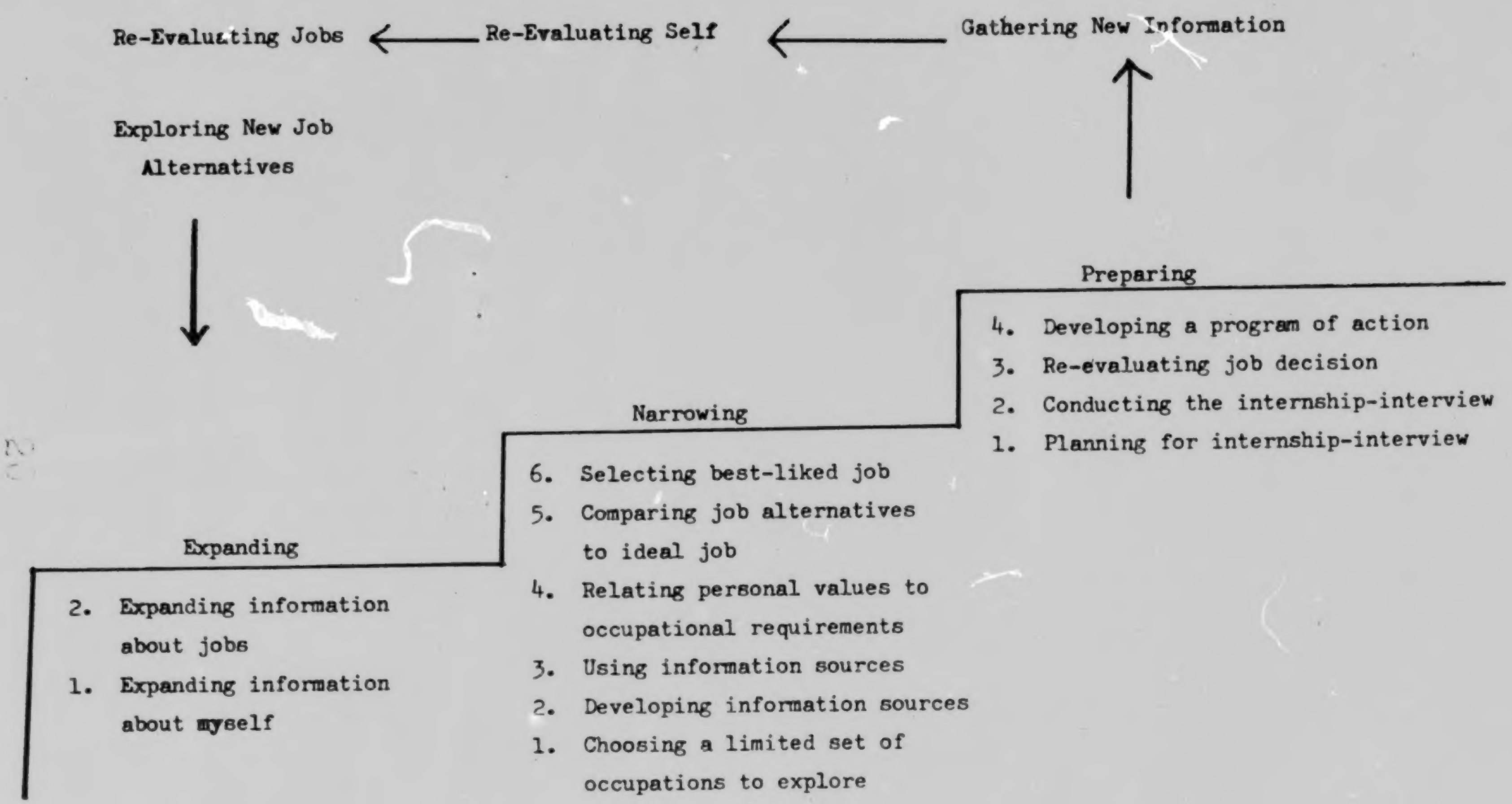
3.0 What interest areas are there?

2.0 What is important to me?

Goal 1.0 What jobs are there?

*What are we going to do?

JUNIOR HIGH



Re-Evaluating Jobs ← Re-Evaluating Self ← Gathering New Information

Exploring New Job Alternatives

Expanding

2. Expanding information about jobs
1. Expanding information about myself

Narrowing

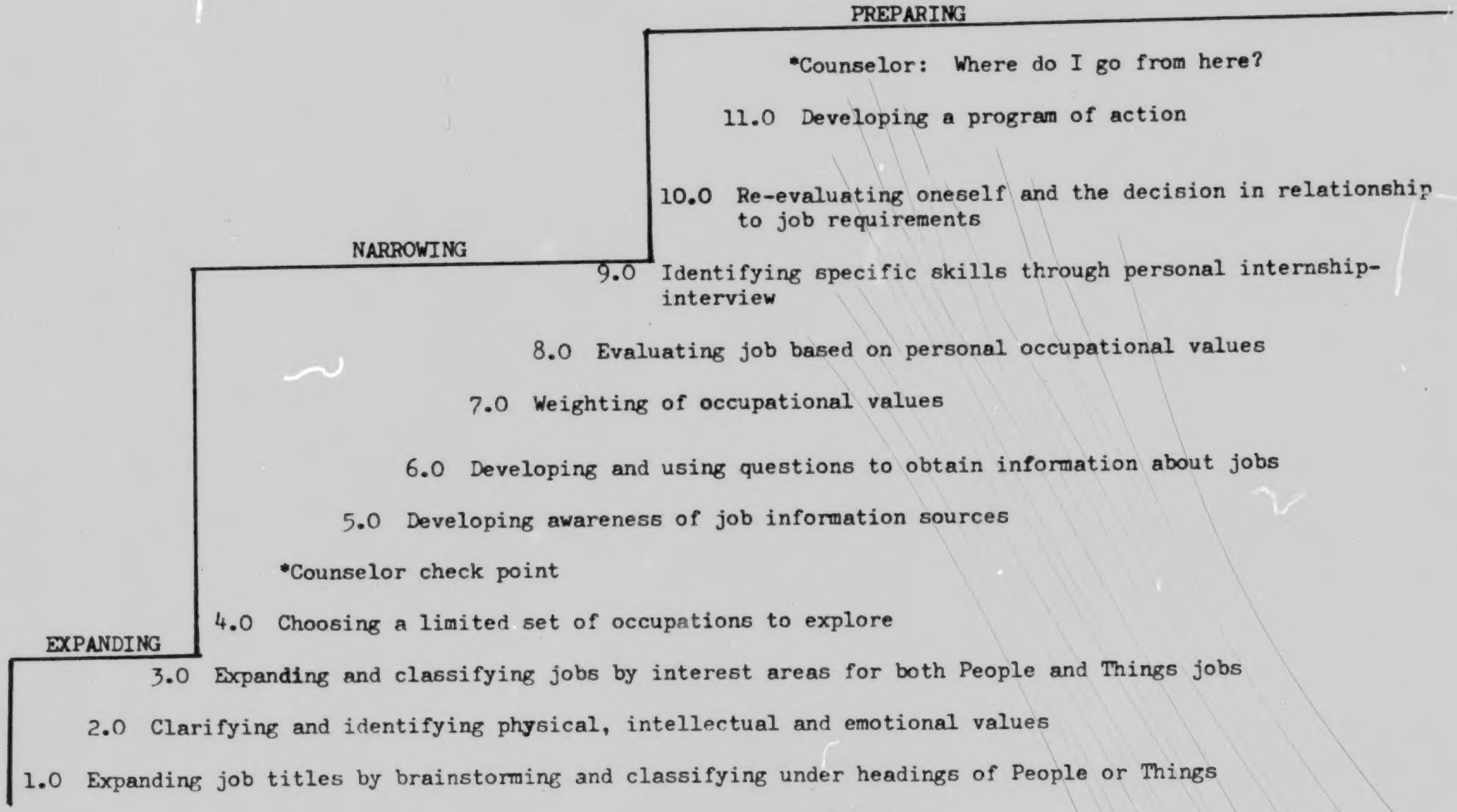
6. Selecting best-liked job
5. Comparing job alternatives to ideal job
4. Relating personal values to occupational requirements
3. Using information sources
2. Developing information sources
1. Choosing a limited set of occupations to explore

Preparing

4. Developing a program of action
3. Re-evaluating job decision
2. Conducting the internship-interview
1. Planning for internship-interview

CAST STEP CHART

Junior High



PREPARING

*Counselor: Where do I go from here?

11.0 Developing a program of action

10.0 Re-evaluating oneself and the decision in relationship to job requirements

NARROWING

9.0 Identifying specific skills through personal internship-interview

8.0 Evaluating job based on personal occupational values

7.0 Weighting of occupational values

6.0 Developing and using questions to obtain information about jobs

5.0 Developing awareness of job information sources

*Counselor check point

4.0 Choosing a limited set of occupations to explore

EXPANDING

3.0 Expanding and classifying jobs by interest areas for both People and Things jobs

2.0 Clarifying and identifying physical, intellectual and emotional values

1.0 Expanding job titles by brainstorming and classifying under headings of People or Things

(Junior High)

Introductory Lesson - to arouse interest, create a need to learn CAST, and provide overview of the program

Given the students' own "gut reactions" to jobs they have drawn, the class will formulate a list of factors to be considered in making a career decision.

EXPANDING

Goal 1.0 Expanding job titles to choose from by brainstorming and by classifying jobs under the headings of People or Things

P.O. 1.1 Given cues from the learner's daily life and surroundings, the learner will supply at least 30 job titles.

P.O. 1.2 Given at least 30 jobs which he has previously generated, the learner will classify these 30 jobs into the categories of "People" or "Thing" job. He will increase the number in each category to at least 20 jobs.

Goal 2.0 Clarifying and identifying physical, intellectual and emotional occupational values.

P.O. 2.1 Given the categories Physical, Intellectual and Emotional, the learner will state at least three occupational values of his choice for each category, and give a quantified definition of each.

Goal 3.0 Expanding and classifying jobs by interest areas for both People and Things jobs.

P.O. 3.1 Using four interest areas within the People category, the learner will classify at least 20 People jobs and increase the number within each interest area to at least 5 jobs.

P.O. 3.2 Using four interest areas within the Thing category, the learner will classify at least 20 Thing jobs and increase the number within each interest area to at least 5 jobs.

NARROWING

Goal 4.0 Choosing a limited set of occupations to explore

P.O. 4.1 Given a list of interest area definitions and examples of jobs, the learner will match the job activity with the appropriate interest area.

P.O. 4.2 Given the interest area definitions and examples of jobs within each, the learner will select his most preferred interest area.

P.O. 4.3 Given five educational levels from which to choose, the learner will select his most preferred educational level.

P.O. 4.4 Given a chart showing eight interest areas and five educational levels, the learner will find his most preferred cell.

P.O. 4.5 Given a list for his most preferred cell, the learner will select two jobs to explore further.

Goals and Performance Objectives for CAST (cont.)

Goal 5.0 Developing awareness of Job Information Sources

P.O. 5.1 Given the categories of People and Things, the learner will list at least five general information sources for each category.

P.O. 5.2 The learner will determine an appropriate "first step" for getting information from a People/Things source.

P.O. 5.3 Given a copy of a Things source, the learner will list the kinds of information he can expect to find for any job described in that source.

Goal 6.0 Developing and using questions to obtain information about jobs

P.O. 6.1 Given the list of values as a cue, the learner will generate a list of questions designed to find out what physical, intellectual and emotional requirements exist for his job choices.

P.O. 6.2 Given the questions from P.O. 6.1, the learner will use his sources from Goal 5.0 to supply an answer for 80% of his questions for both job alternatives.

Goal 7.0 Weighting of occupational values

P.O. 7.1 Given his occupational values generated in P.O. 2.1, the learner will use numbers to indicate their relative importance to him.

Goal 8.0 Evaluating job based on personal occupational values

P.O. 8.1 Given his Question and Answer Chart from 6.2, his Value Chart from P.O. 3.1, and a Favorability Scale, the learner will assign favorability signs to show how favorable each job is toward meeting each of his values.

P.O. 8.2 Given the information from P.O. 8.1, the learner will use addition and subtraction to determine a number score for each job related value and determine a job (total) score for each of his job alternatives.

P.O. 8.3 Given his weighted values and a symbol for optimum favorability, the learner will determine his ideal job score.

PREPARING
Goal 9.0 Identifying specific skills through personal interview

P.O. 9.1 Through classroom simulation, the learner will practice attending and responding skills in preparation for an "on the job" internship/interview.

P.O. 9.2 Through discussion and simulation, the students will prepare for an "on the job" internship/interview.

P.O. 9.3 Each student will conduct his internship/interview as scheduled.

Goals and Performance Objectives for CAST (cont.)

Goal 10.0 Re-evaluating personal values in relationship to the job requirements

P.O. 10.1 Given his Internship Question Chart from his internship, and a second Decision-Making Chart, the learner will reassign favorability signs to show how favorable his preferred job is based on his internship information.

P.O. 10.2 Given his first and second Decision-Making Charts and a third Decision-Making Chart, the learner will show how changing a value weight, adding a weight and/or dropping a value will affect his ideal job score.

Goal 11.0 Developing a program of action

P.O. 11.1 Given their CAST Program Step Chart, students will explore the steps of the program and will determine their next goal. They will write three steps to reach the goal.

P.O. 11.2 Given the elements of a program, students will write their own physical programs and will test them out with their classmates.

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EXPANDING

GOAL: Introductory lesson to arouse interest, create a need to learn CAST, and provide overview of the program. (What are we going to do?)

PRINCIPLE: If I can survey the total CAST program, then I will be able to tell where I am now, so that I will be aware of the steps in the CAST program.

PERFORMANCE OBJECTIVE: Given the students' own "gut reactions" to jobs they have drawn, the class will formulate a list of factors to be considered in making a career decision.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
100 different job titles on separate slips of paper, Job Title List - Appendix 1A. Underlined words are defined in the Glossary Appendix, p. 133A. Chalkboard, chalk Transparency from CAST Step Chart, CAST Overview Chart, Appendix, pp. 2A and 4A. The Story of Who[1], pp. 1-3.	1. To stimulate the fact that in our society, most people arrive at a career by chance and not by choice, allow students to draw a job title from a hat or box that is passed around the room. Give them two additional chances to draw new jobs if they do not like their first job. 2. Ask students to write down the job title(s) and give the reason why they liked or rejected the job. 3. List a sampling of reasons on the board. Ask students what other ways they might make a career decision. Draw out what factors they think they would have to consider, e.g. their interests, job opportunities, etc. How would they find out about this job? 4. Some students may express fears of being "locked into" this particular job for the duration of this unit, or for life. This should be capitalized on by explaining that most people do not really decide their career, but arrive at it by chance.[2] Explain that the students will have an opportunity, through CAST, to learn how to make a career decision. 5. Present an overview of the program, showing the steps they will take to acquire the career decision-making skills, using transparencies. Give them an opportunity to look through The Story of Who.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] The Story of Who: How Who Develops His Career, by Theodore Friel and Robert Carkhuff, Human Resource Development Press, P.O. Box 222, Amherst, Mass. 01002. The lessons in this book are based on The Story of Who, which is presented in a comic book format. Single copy price: $3.95.

[2] Discussion can explore the consequences of decisions by chance. See The Art of Developing A Career: A Helper's Guide by Theodore Friel and Robert R. Carkhuff, Human Resource Development Press, introduction. (This book is an excellent resource for teachers. Price is $9.95.)

GOAL: 1.0 Expanding job titles to choose from by brainstorming and by classifying jobs under the headings of People or Things.

PRINCIPLE: If I can think of many jobs, then I can explore them, so that I know about many job possibilities for me.

PERFORMANCE OBJECTIVE:
1.1 Given cues from the learner's daily life and surroundings, the learner will supply at least 30 job titles.
1.2 Given at least 30 jobs which he has previously generated, the learner will classify these 30 jobs into the categories of "People" or "Thing" jobs. He will increase the number in each category to at least 20 jobs.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chalk, Chalkboard People-Thing Chart in Appendix, p. 5A (Transparency and student copies)	1. Provide a cue[1] such as "this classroom" and ask students to name as many objects associated with the room as they can. Then ask students to name jobs they can associate with these objects. (Stimulus questions: Who made it? Who delivered it?, etc.) Also list jobs done by family or relatives. List the jobs on the board. 2. Provide additional cues such as "this school", "your home", "hobbies and recreation", "getting food", "your body", and follow procedure in Step 1 for each, until you have at least 30 jobs listed on the board.[2] 3. Use a transparency showing the People-Thing Chart. Explain that the jobs on the board can be classified under these two headings. Give the definitions: i.e., a People Job requires you to work with people most of the time; a Thing Job requires you to work with things most of the time. 4. Ask students which jobs listed on the board require you to work with people most of the time. Copy these under the People heading on the transparency. Have students add more jobs until at least 20 are listed. Have students add more jobs, if possible. 5. Have students copy the list onto their People-Thing Chart. 6. Repeat steps 3, 4 and 5 for Thing Jobs.	

CHECK STEPS
Step 2 Do we have at least 30 job titles on the board?
Step 6 Do the jobs under People jobs require spending more time with people?
Do the jobs under Thing jobs require spending more time with things?
Do I have at least 20 jobs under each heading?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] A filmstrip, a word search puzzle listing occupations, a newspaper, or series of pictures showing people at work in a variety of occupations could be used to generate job titles, if you have these materials available. Use as many strategies as possible to generate job titles.

[2] The students could be divided into groups, each generating job titles for a different cue. Introduce unusual jobs to spark curiosity.

[3] Have student interview parent to determine if their job is a People or Thing job. Add to list.

[4] Keep master job chart up in room, as bulletin board which can be added to periodically - Keeping material in sight helps student review what he learned and serves as a capsule of lesson for absent student.

[5] Each student should be supplied with a folder for all CAST materials, as future lessons depend on having previous ones accessible.

GOAL: 2.0 Clarifying and identifying Physical, Intellectual and Emotional occupational values. (What's important to me?)

PRINCIPLE: If I can clarify what is important to me, then I can better choose between careers, so that the career I choose fits me.

PERFORMANCE OBJECTIVE: 2.1 Given the value categories of Physical, Intellectual and Emotional, the learner will state at least three occupational values of his choice for each category and give a quantified definition of each.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Sample Value Lists in Appendix, pp. 7A, 8A, 9A. Transparency and student copies. Paper and Pencil Values Chart, Appendix, p. 6A.	1. Explain "value" and "occupational value", "physical", "emotional", and "intellectual"[1]. 2. Read list of Physical Values. For each value, have students give examples of job situations where the value applies. 3. Explain that a value can be expressed in quantitive terms by using amount, percent or fraction. Practice orally with several examples. Write examples on the board. 4. Ask students to pick at least three physical values and write them out in quantified terms on their Values Chart. They may create or substitute other physical values and/or definitions of their own. 5. Follow steps as above for intellectual and emotional values. 6. Discuss values selected by students to bring out the uniqueness of each student's choices in values and definitions[2&3].	

CHECK STEPS Step 5 Do I have three physical, three intellectual and three emotional values?
Does each value show the amount of time I want to spend doing or being something?
Is each value something I want from a job?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] If time permits, you may wish to work with a values clarification exercise of your own before taking up this lesson. Occupational values could be drawn from the life values and distinctions could be made between occupation and career in the larger "life" sense. Can explain those values which can be met through a career are called career values. Other values may be met in other ways, e.g. hobbies.

[2] The Story of Who, p. 23.

[3] Values are a personal decision, so caution is necessary not to use a student's values in a comparative way unless he volunteers to share his values with the group. Ex.: A student should not be belittled if he wants to "get dirty" 90% of the time.

[4] Take values list home. Discuss. Ask someone else what their job values are. This will help the student begin his interviewing process.

[5] For some values you will have to give students the facts on which to base their definitions. For example: salary.

GOAL: 3.0 Expanding and classifying jobs by interest areas for both People and Things jobs.
(What interest areas are there?)

PRINCIPLE: If I can think of more jobs by interest areas, then I can expand careers even further, so that I can use my interests to help me select a job.

PERFORMANCE OBJECTIVE: 3.1 Using four interest areas within the People category, the learner will classify at least 20 People jobs and increase the number within each interest area to at least 5 jobs.

3.2 Using four interest areas within the Thing category, the learner will classify at least 20 Thing jobs and increase the number within each interest area to at least 5 jobs.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Interest Areas Chart. (Transparency and student copies) Appendix, p. 11A. List of jobs from P.O. 1.2, People-Thing Chart	1. Write and state definition of interest area.[1] 2. Write and state definition of first interest area, Service. 3. Have students look over list of People jobs from P.O. 1.2. Show example of list on chart or transparency. 4. Tell students to decide which People jobs belong under first interest area (service) and write them under that interest area heading. Write at least 5 job titles under service. 5. Repeat steps 2, 3, and 4 for other People job interest areas: education, business contact, recreation. 6. Repeat steps 2, 3, and 4 for Thing job interest areas: business detail, technology, science, outdoors. 7. Have students use as many ways of thinking of jobs as they can.	

CHECK STEPS Step 4 Do the jobs under each interest area require the type of job activity described for that interest area?

Do I have at least 5 jobs in each interest area?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Students can define interest areas in their own terms as they explore more jobs within each area. You may find that your students need to explore many jobs within each interest area before really understanding what the interest area means. After exploring more jobs, encourage the students to refine interest area definition based on fine discriminations. You might want to explore jobs within all interest areas before selecting one area in which to concentrate.

[2] Student may use sources of information to expand job titles under each area. Example: Occupational Outlook Handbook.

NARROWING

GOAL: 4.0 Choosing a limited set of occupations to explore.
(What is my preferred interest area?)

PRINCIPLE: If I can choose the interest area I like best, then I can explore jobs in that areas, so that I can select a job that suits me best.

PERFORMANCE OBJECTIVE: 4.1 Given a list of interest area definitions and examples of jobs, the learner will match the job activity with the appropriate interest area.
4.2 Given the interest area definitions and examples of jobs within each, the learner will select his most preferred interest area.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Interest Areas Chart Values Chart	1. Ask students what job activities are being performed in all of the occupations listed in the first interest area on the chart. Review each interest area in this manner. Encourage student definitions of each.[2] 2. Have students do the Interest Area Match-Up, or a similar exercise to reinforce understanding of the job activities included under each interest area. 3. Have students look over their Values Chart from P.O. 2.1, Step 5. Have them ask themselves, "Which Interest Area meets most of my values?" 4. Complete the statement on the Interest Area Chart: My preferred interest area is ________ because at this time I think I want a career doing ____________________." 5. Have students work in interest area groups to generate at least five more (or as many as they possibly can) job titles for the Interest Area of their choice.	

CHECK STEPS
Step 2 Do all the jobs in interest areas require the type of job activity described for that interest area?
Step 4 Does my statement show what I want to do on the job?
Step 5 Do the jobs I have added require the type of activity described for that interest area?
Do I have at least five additional jobs in the interest area of my choice?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Job activities can be related to school subjects or to clubs or extra curricular activities.

[2] If students don't know their interests, ask them to make a schedule of how they spend their time.

[3] Suggest use of CAOS, (Appendix, p. 83A).

[4] Make a profile of class interests.

GOAL: 4.0 Choosing a limited set of occupations to explore.
(How much education do I want?)

PRINCIPLE: If I can decide the educational level I desire, then I can explore jobs requiring that amount of education, so that I better understand what jobs are available at that level.

PERFORMANCE OBJECTIVE: 4.3 Given 5 educational levels from which to choose, the learner will select his most preferred educational level.

4.4 Given a chart showing 8 interest areas and 5 educational levels, the learner will find his most preferred cell.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Transparency and student copies of Educational Levels Chart, Appendix, p. 13A.	1. List the educational levels and describe each. Have students circle their preferred educational level on the chart. 2. Using one interest area as an example, list possible jobs for each educational level. 3. Have students work in groups to list at least one example of a job for each educational level, for their own preferred interest area.[1] Assist groups as needed. 4. On a transparency, use diagonal lines to mark interest area column. 5. Have students lightly do the same for their column. 6. On the transparency, use diagonal lines to mark the educational level row. Outline in red the cell where diagonal lines cross. This is the student's most preferred cell. 7. Have students do the same. 8. Have students write out the following statement: "I would prefer a job in (interest area) that requires (educational level)."	

CHECK STEPS
Step 3 Is there at least one job for each of the five eduational levels in my interest area?
Step 6 If someone looked at my paper, could they tell what interest area I preferred?
Step 8 If someone looked at my paper, could they tell what educational level I desired?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Teacher should verify the accuracy of educational level requirements for job within interest area. Students whose interest area was completed in example could work with students in the interest area that represents their second choice. A field trip to visit a 2-year training program, community college, or university might be appropriate - dividing group by desired educational level.

[2] Preferred cell is just a career exploration starting point. Students can later select another interest area and educational level.

GOAL: 4.0 Choosing a limited set of occupations to explore.
(What jobs do I want to explore?)

PRINCIPLE: If I can choose two jobs that I desire, then I can explore them very thoroughly, so that I can better choose the job that suits me.

PERFORMANCE OBJECTIVE: 4.5 Given a list for his most preferred cell, the learner will select two jobs to explore further.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Educational Levels Chart Master list of jobs for each cell, (Appendix, p. 14A - 25A). Transparency or Chalkboard Master List of Careers Related to Subject Areas, Appendix, p. 56A - 82A.	1. Have students refer to their Educational Levels Chart used in completing P.O. 4.4. 2. Provide students with copies of master lists of jobs for each cell. 3. While using a transparency, make a list of jobs for your most preferred cell by copying the jobs listed. Ask the class for additional examples of possible jobs for that cell, and add those examples using book sources of information. 4. Divide students into groups according to their choice of interest area. Instruct students to make their own lists of job possibilities by first copying the ones shown on the master lists for their cell, and then assisting each other with additional job possibilities. 5. Put individual group charts around room. Let students use master lists to expand rest of Educational Levels Chart. 6. Have students select and circle the two jobs from their most preferred cell that they wish to explore further. Have them write out the two jobs on a separate paper and hand them in to you. They should also write these jobs on the inside of their folder.[2]	

CHECK STEPS

Step 4-5 Do all of the jobs that I have listed involve working in that interest area most of the time?
Do the jobs require the amount of education I desire?

Step 6 Are these the jobs that I think I might enjoy doing the most?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] At the completion of this lesson, students should be scheduled for individual or group conferences with their counselor in order to explore these choices in light of additional information. See Appendix, pp. 104-105A.

[2] These jobs are the alternatives for arranging internships. Please refer to Appendix, pp. 106-107A, for program on how to arrange internships.

[3] Have students observe which interest area has the most jobs. Note implications for future employment.

GOAL: 5.0 Developing awareness of job information sources.
(How can I find out about my job?)

PRINCIPLE: If I can think of many information sources, then I can locate these sources, so that I can find out more information about my favored jobs.

PERFORMANCE OBJECTIVE:
5.1 Given the categories of People and Things, the learner will list at least 5 general information sources for each category.
5.2 The learner will determine an appropriate "first step" for getting information from a People/Things source.
5.3 Given a copy of a Things Source, the learner will list the kinds of information he can expect to find for any job described in that source.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Job Information Source List, Appendix, pp. 26A - 42A.	1. Write "Sources of Information" as a heading. Beneath the heading show two categories, "People Sources" and "Things Sources". (Brainstorming is a suggested activity.) Teacher could act as a recorder, writing suggestions under proper heading. Use stimulus question: "Where can we find information about our jobs?" 2. List as many sources as possible.[1] The class, working as a unit, should be able to generate 10 sources under each heading. 3. Have students copy the lists. 4. Ask students what they would do first to get information from a People Source. Write statement: "To get information from a (source) the first thing I would do is (action verb). 5. Ask students what they would do first to get information from a Things Source. Write statement, same format as Step 4. 6. Distribute copies of the Occupational Outlook Handbook (or other source material you have available for student use). Tell students to turn to the Index to find a particular job title, e.g. Accountant. 7. Ask on what page the job is found.	

CHECK STEPS
Step 2 Did I generate 10 sources under each heading?
Step 4 Did I write a statement on getting information from a source?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Application: How can I find information for a report?

GOAL: 5.0 (Cont.)

PRINCIPLE:

FERFORMANCE OBJECTIVE: 5.1, 5.2, 5.3 (Cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	8. Have students turn to that page. Together survey the subtitles and explain the kind of information they can expect to find under each. 9. Have students use index to find the job of their choice. (Goal 4, Step 6) 10. Have students list the kinds of information given in that source.	

CHECK STEPS Step 10 Did I list information given in that source?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 6.0 Developing and using questions to obtain information about jobs.
(What do I want to know about my two job alternatives?)

PRINCIPLE: If I can develop good questions to ask my sources, then I can gain accurate information, so that I can know more about my jobs.

PERFORMANCE OBJECTIVE: 6.1 Given the list of values as a cue, the learner will generate a list of questions designed to find out what physical, intellectual and emotional requirements exist for his job choices.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Sample Values Lists from Appendix, pp. 6A, 7A, 8A, 9A, 10A and Values Chart, P.O. 2.1.	1. Give oral and written definitions of job requirements, physical requirement, intellectual requirement and emotional requirement. Give examples of job requirements. 2. Using the values lists, have students orally generate more job requirements by restating values in the following format, "I must . . ." Have students give examples of jobs for each requirement. 3. Ask students what things they would need to know, or would want to know about their job alternatives. 4. Ask students how questions are usually formulated, "What word at the beginning of the sentence provides a cue that a question is being asked?" Write on the board Who, What, When, Where, Why and How. 5. Have students restate job requirements in steps 3 and 4 above, using the question format. List their questions on the board. Ask, "What information do you want to know about your job?" Have one student make a copy of questions.[2] Ask if anyone has any additional questions to ask about his job.	

CHECK STEPS

Step 4 Do my questions begin with the words, Who, What, When, Where or How?
Step 5 Do the questions ask for the information I want to know about my jobs?
Do the questions relate to the kind of information we previously surveyed in our sources?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] The purpose of Step 2 is simply to make the students aware of a wide sampling of possible job requirements. Newspaper want ads may also be used.

[2] The questions should be duplicated for the next class so that each student has two copies of the questions. A sample Question and Answer Chart is provided in the Appendix, p. 43A.

[3] This lesson is an adaptation from the Story of Who, pp. 17-19.

[4] Have students play 20 questions guessing job titles.

GOAL: 6.0 Developing and using questions to obtain information about jobs.
(What are the requirements of my two job alternatives?)

PRINCIPLE: If I can use my sources to answer my questions about my jobs, then I will know what the jobs require, so that I will be able to choose between jobs.

PERFORMANCE OBJECTIVE: 6.2 Given the questions from P.O. 6.1, the learner will use his sources from Goal 5.0 to supply an answer for 80% of his questions for both job alternatives.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Copies of questions from P.O. 6.1 for each student. Job Information Source List, Appendix, pp. 41A and 42A.	1. Distribute two question lists to each student, and have students read over the questions. Distribute job information source materials.[1] 2. Have students with the same jobs work in groups. (Example: teacher group.) 3. Tell students to find as many answers to the questions as possible, for each job choice. They should be able to answer 80% of their questions. 4. Assist students on an individual or group basis.	

CHECK STEPS Step 3 Do I have the answers to 80% of the questions for each job?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Because the job information sources will be diversified (for example, pamphlets, handbooks, etc.), the lesson will flow more smoothly if the materials are organized according to job choices desired by the students of this class. Contact librarian or counselor ahead of time. Give them list of student and job choices so that they may assemble material for you.

GOAL: 7.0 Weighting of occupational values.
(What do I want most from a job?)

PRINCIPLE: If I can tell which of my values is most important, then I can make better choices, so that my most important values are considered when I choose a job.

PERFORMANCE OBJECTIVE: 7.1 Given his occupational values generated in P.O. 2.1, the learner will use numbers to indicate their relative importance to him.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Students' copies of Values Charts from P.O. 2.1. Chalk, chalkboard or blank transparency	1. Explain weighting. Use an example of foods, or TV programs, sports, classes, games, etc. Ask students to show their favorite by placing a 10 next to it. Then show the one they like least by placing a 1 next to it. Then have them use in-between numbers (2-9) to show how much they like the other choices. 2. Tell students to read their own lists of occupational values generated in P.O. 2.1. Tell students that they may add to, or otherwise revise these lists, reviewing the procedure followed for that lesson. 3. Ask students for oral examples of values. Write at least 3 examples. 4. Review the term, weight. Assign weight of 10 to your most important value from the examples given. Ask student what the number means. Have students assign 10 to one of their own values.[1] 5. Assign weight of 1 to your least important value. Ask students what the number means. Have students assign a weight of 1 to one of their own values. 6. Assign weights to remaining values. Ask student what numbers mean. Have students assign weights to their remaining values. 7. Write and read the statement: "My most important value is ______________ because (your own reason). Have students make their own statement.	

CHECK STEPS
Step 1 Have I assigned a number to each value?
Step 4 Is there a 10 next to my most important value?
Step 5 Is there a 1 next to my least important value?
Step 6 Do each of my remaining values have a weight between 1 and 10?
Step 7 If someone else looked at my numbers, would he know what is important to me?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] In assigning values, the students should use their total list of values, doing, physical, intellectual or emotional values together, rather than separately.

[2] The Story of Who, pp. 23-26.

GOAL: 8.0 Evaluation of job based on personal occupational values.
(Which job is better for me?)

PRINCIPLE: If I can determine how favorable each of my 2 jobs is in meeting my values, then I will know which job comes closest to meeting all my values, so that I can determine which of the jobs is most favorable to me.

PERFORMANCE OBJECTIVE: 8.1 Given his Question and Answer Chart from P.O. 6.2, his Values Chart from P.O. 3.1 and a Favorability Scale, the learner will assign favorability signs to show how favorable each job is toward meeting each of his values.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Transparency Decision-Making Chart, Appendix, p. 45A. Value Chart	1. Show students format for Career Decision-Making Chart by putting chart on overhead. Explain that the chart allows student to evaluate on what basis they are making their decision. Hand chart out to students. 2. Fill in spaces for 1st and 2nd job choice. Have students copy jobs on their chart. Show Value Chart. 3. Copy two physical, two intellectual and two emotional values from Value Chart onto Decision-Making Chart. (One of the six values must have a weight of 10 and one should have a weight of 1.) Explain that more values could be listed but our emphasis is on teaching them the process of making a decision so that they can use the process later. Have students copy values onto their chart. 4. Copy weights from the value chart. Have students do the same. 5. Explain that if a job meets our value "all of the time" (as we have quantified it), we put a ++ (very favorable) in the Favorability Sign column. If the job meets our value "some of the time" we put a + (favorable) in the column. If it meets our value "half of the time" we put a +- (favorable-unfavorable), if it meets our value "less than half the time" we put a - (unfavorable) and if it meets our value "none of the time" we put a -- (very unfavorable). Put signs in boxes and tell students why you gave it the sign you did. Have students do the same. Be sure they tell you why they used that sign and what the sign means!	Note to teachers: If your students have not studied negative numbers, turn to Appendix, p. 46A, for an alternative lesson plan for Goal 8.0.

CHECK STEPS
Step 2 Could someone look at my chart and know which two jobs I'm exploring?
Step 3 Could someone look at my chart and see two P, two I, and two E values listed - one with a weight of 10 and one with a weight of 1?
Step 5 Could someone look at my chart and tell how favorable each job is to each value?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Refer to The Art of Problem Solving, by Robert R. Carkhuff, Human Resource Development Press.

[2] Possibly could extend lesson by other DM situations - e.g. what to do today, choice of a date, etc.

[3] Relate to immediate decisions made by students - class trip, TV programs, dates, etc.

[4] The Story of Who, pp. 27-30.

GOAL: 8.0 (Cont.)

PRINCIPLE:

PERFORMANCE OBJECTIVE: 8.1 (Cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Question & Answer Chart, Appendix, p. 43A.	6. Repeat on board for each value. Have students write with you. 7. Have students repeat process for their two jobs. In the summary, have students show their charts. Compare differences in students' values, weights, and favorability signs. Talk about why they are different. Also mention that assigning the favorability sign is based on what information they have right now. After their internship they will know whether they were accurate or not.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 8.0 Evaluation of job based on personal occupational values.
(Which job is better for me?)

PRINCIPLE: If I can use addition and subtraction, then I can determine my total job scores, so that I can see which job is most favorable to me.

PERFORMANCE OBJECTIVE: 8.2 Given the information from P.O. 8.1, the learner will use addition and subtraction to determine a score for each job related value and compute a job (total) score for each of his job alternatives.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	1. Put Career Decision-Making Chart from yesterday on board. Have students pull out their copy like yours. 2. Explain how to obtain a score for each box. Have students look at the Decision-Making Chart with the favorability signs and weighted values. 3. Show students on chart that a + = 1 and a - = (-1) (therefore, a + - = 0). Have them tell you what the numerical equivalent of each sign would be. 4. For each value with a "+" sign add its weight once for each time a "+" sign appears and write the sum as a positive number next to the favorability sign. For each value with a "-" sign add its weight once for each time a "-" sign appears and write the sum as a negative number next to the favorability sign. 5. For each value where both a "+" and a "-" sign appears the sum should be "O" and written next to the favorability sign. 6. Add all positive scores and negative scores and write the answers in the total boxes. 7. Subtract negative scores from positive scores and record answer in job score box. 8. Discuss why one job score is greater than another. Have students complete their own charts. 9. In summary, have students show chart. Compare differences in job scores. (High value weight - low favorability. High favorability - low value weight.)	

CHECK STEPS
Step 4 Is my score in each cell the sum of my value weight added to each favorability sign?
Step 5 Are the "-" and "+" columns added correctly?
Step 6 Did I subtract my "-" score from my "+" score?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 8.0 Evaluation of job based on personal occupation values.
(Which job is better for me?)

PRINCIPLE: If I can figure my ideal job score, then I can compare both my job scores to the ideal job score, so that I can determine which job comes closest to my ideal.

PERFORMANCE OBJECTIVE: 8.3 Given his weighted values and a symbol for optimum favorability, the learner will determine his ideal job score.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Example DM Chart Students' DM Chart	1. Put DM Chart from yesterday on board. Have students take their copy of yours out. 2. Explain and show how to figure ideal job score by writing +'s in each symbol box (most favorable in meeting all my values). Explain that the reason for figuring an ideal job score is to determine how close each of the two job scores come to meeting all your values. Have students do same. 3. Add each value weight twice and put answer in + box. Have students do the same. 4. Add scores to get total. Put in box marked Ideal Job Score. Have students do the same. 5. Make a fraction by putting each Job Score over Ideal Job Score. Figure percentage by telling students to change the fraction to its decimal form by dividing ideal score$\overline{)\text{job score}}$ e.g. $85\overline{)62}$. Show that to do this a decimal point must be placed behind the job score and two zeros annexed to the number e.g. $85\overline{)62.00}$. Complete division and ignore any remainder that may occur. Explain that to change a decimal number to a percent you can multiply by 100 and attack a "%" sign. Tell students an easy way to multiply by 100 is to move the decimal point two places to the right.	

CHECK STEPS
Step 2 Do I have +'s in all my symbol boxes under Ideal Score?
Step 3 Did I add each value weight twice?
Step 4 Did I add all my scores?
Step 5 Did I divide my job score by my ideal job score?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 8.0 (cont.)

PRINCIPLE:

PERFORMANCE OBJECTIVE: 8.3 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	6. Write a statement, "(Job) is a better job for me than (Job) because it comes closer to meeting all my values." Have students do their own DM Chart. 7. Summary - Have students show how they arrived at their most favorable job score. Compare how close some students came. Discuss why some are far away.	

CHECK STEPS Step 6 Did I make a statement about which job comes closest to meeting my present values?

ADDITIONAL SUGGESTIONS OR INFORMATION:

PREPARING

GOAL: 9.0 Identifying specific skills through personal interview.
(How do I get information from a People Source?)

PRINCIPLE: If I can attend, respond and summarize during an interview, then I can be sure I am hearing a person correctly, so that my information is accurate.

PERFORMANCE OBJECTIVE: 9.1 Through classroom simulation, the learner will practice attending and responding skills in preparation for an "on the job" internship/interview.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chalk, chalkboard 2 chairs in front of room	1. Give oral and written definitions of attending, responding and summarizing. Give oral and written definitions of eye contact. Have students read definitions. 2. Demonstrate each of the above with one of the students in your class.[1] Demonstrate a variety of postures and responses and have students identify whether you are attending and responding correctly. 3. Have pairs of students who are leaders role play the above procedures in front of the class. Have class identify if they are attending and responding correctly. Give them the check steps below to evaluate each other. 4. Have another pair of students role play at responding and summarizing. Have class write summary statement on paper. Have students check statement with students who are role playing. 5. Divide students into groups of three or four students to practice attending, responding and summarizing skills. One pair should practice while others in the group monitor. Students should rotate practice until they have paired with each person in the group.	

CHECK STEPS Step 5 Did I face the person squarely?
Did I look at his eyes?
Did I lean forward?
Did my response statements match his statements in meaning?
Did my summary statement say in a few words everything he had told me?
Did he say yes to my response?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Use examples of everyday incidents or school situations to get started. It might be helpful to tape and play back sample responses, giving students a chance to suggest alternative responses.

[2] The Art of Helping by Robert R. Carkhuff, Human Resource Development Press and The Art of Teaching by David Berenson describe this interpersonal skill process.

GOAL: 9.0 Identifying specific requirements through a personal interview.
(How will I prepare for the interview?)

PRINCIPLE: If I can identify what steps I must take to prepare for my interview, then I can practice each step, so that I will be able to conduct myself appropriately on my internship/interview.

PERFORMANCE OBJECTIVE: 9.2 Through discussion and simulation, the students will prepare for an "on the job" internship/interview.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Question & Answer Chart, Appendix, p. 43A. See sample Internship Question Chart, Appendix, p. 44A.	1. Ask students, "What must I do, physically, to prepare for the internship/interview?" List their responses on the board. Have student copy the list to take home and use as a checklist for their "before interview" preparation. 2. Ask students, "What must I do, intellectually, to prepare for the interview?" Answer - prepare and practice my questions. Using their Question & Answer Chart have them generate a list of questions (while you write them on the board) that they want to have answered. 3. Hand out Internship Question Chart and have students check to see if all their questions are listed. If not, have them include them. Explain to the students that they will complete this chart at their interview. 4. Ask students, "What must I do to prepare myself emotionally for the job interview?" Add check steps to list from P.O. 9.5. 5. Have student role play, introducing himself and interviewing the teacher. Discuss with class whether or not the students were using their attending, responding and summarizing skills. 6. Have two students role play an interview in front of the class. Discuss. 7. Have students work in pairs to practice interview.	

CHECK STEPS Step 2 Do the questions ask what I really want to know?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Make copies of questions available for the interview. On the day of the interview, make sure student has copy of questions. Go over check list developed in Step 3 with student individually. A lot of time may be needed on this P.O. as many students are reluctant to ask questions. Students can practice their skills by bringing role models into the classroom.

[2] The Story of Who, pp. 41-45.

[3] Encourage students to share information about the internship upon returning to class.

GOAL: 9.0 Identifying specific requirements through a personal interview.
(What will I do during the interview?)

PRINCIPLE: I can ask questions of a people source, then I will learn more information about my job, so that I can determine whether this job suits me.

PERFORMANCE OBJECTIVE: 9.3 Each student will conduct his internship/interview as scheduled.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	1. The day of the interview put this simple program on the board: a. Introduce yourself to the employee. b. Tell him/her you have been studying about careers and want to ask him/her some things about his/her job. c. Tell him/her you will be writing down his/her answer so that you won't forget the information. d. Tell him/her you want to know what is needed to perform his/her job so that you can practice some of those skills in school. e. Ask him/her your questions (be sure to attend, respond and summarize). f. Tell him/her you have learned a lot of interesting things about the job. g. Thank him/her for taking time to answer your questions and for showing you around. 2. Ask the students why these program steps are important. 3. Have students practice these steps.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 10.0 Re-evaluating personal values in relationship to the job requirements.
(Is this job as favorable as I thought it was?)

PRINCIPLE: If I assign new favorability signs, then I will know that my new information from my internship has affected my career decision, so that I can determine whether I'm closer or further away from my ideal job score.

PERFORMANCE OBJECTIVE: 10.1 Given his Internship Question Chart from his internship, and a second Decision-Making Chart, the learner will reassign favorability signs to show how favorable his preferred job is based on his internship information.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Internship Question Chart Example 1st Decision-Making Chart. Blank Decision-Making Charts 1st Student Career Decision-Making Chart Blank Student Career Decision-Making Chart	1. Have students take out Question and Answer Chart and Internship Question Chart. Compare. Describe any differences in information or in questions answered. Discuss the differences in using People and Things sources. Have students use both charts to refer to when completing the DM Chart. 2. Show example of Internship Question Chart on overhead after being completed on interview. Tell students that with new information about what the job requires of them, their favorability signs will change. 3. Put blank Decision-Making Chart on overhead. Hand students a blank DM Chart for practice. 4. Fill in same values and weights from first Decision-Making Chart, but change favorability signs based on answers from internship. 5. Complete the rest of the chart as in P.O. 8.1 and 8.2. Have the students do the same. 6. Show and tell students that a change in favorability signs affects the job score. Also note that a change in weights affects the Ideal Job Score and thus the job favorability score. Complete a new job favorability score if necessary. Have students do same.	

CHECK STEPS

Step 3 Have I copied the same values and weights from my 1st Decision-Making Chart?
Have I changed any favorability signs based on new information?
Step 4 Have I completed the chart as in P.O. 8.1 and 8.2?
Step 6 Have I figured new favorability job score as in P.O. 8.3?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Relate to personal and class incidents where changes in information change one's decision.
[2] The Story of Who, pp. 57-62.

GOAL: 10.0 (cont.)

PRINCIPLE:

PERFORMANCE OBJECTIVE: 10.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	7. Show students how to use new job score to figure new favorability score as in P.O. 8.3. Have students do the same. 8. Show students how to compare 1st job favorability score with the new (2nd) job favorability score. Have students compare. If score is larger, they have moved closer to the job. If score is smaller, they have moved further away. 9. Show students how to write the statement: "My (old/new job favorability score) is (higher/lower) than my (old/new favorability score). Thus, my new job information has moved me (closer to/further from) my ideal job score. Have students copy your example on the back of the sheet. 10. Give students new Decision-Making Chart and have them follow your example in completing their own Decision-Making Chart re-evaluation. 11. Summary - Discuss how many had their job favorability score come closer to their ideal . . . further away? Why did this happen? What does this tell us? Might more information change it again? Emphasize that only the external information (job requirements) affect favorability signs.	

CHECK STEPS Step 8 Did I make a statement as to whether or not I have moved closer to or further away based on my new information?
Did the weight of any of my personal values change after my interview?
Did I determine the percentage of my new job score to my ideal job score?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 10.0 Re-evaluation of oneself and the decision in relation to the job requirements. (Does the job skill meet my values?)

PRINCIPLE: If I change a value weight or a value, then I will know that what I want from my job has changed, so that when I make a career decision I will know better what things are important to me.

PERFORMANCE OBJECTIVE: 10.2 Given his first and second Decision-Making Charts and a third Decision-Making Chart, the learner will show how changing a value weight, adding a new value and/or dropping a value will affect his ideal job score.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Decision-Making Charts	1. Show your first Decision-Making Chart on overhead. Have students take out their copy of your example. 2. Explain that just as they found out new information about job requirements which changed their favorability signs, so too their values and the importance of their values may have changed in regard to what they want from the job. 3. To show this, put a third Decision-Making Chart on the overhead. Copy all the values from the first chart on the third chart except for one. Add any new value in its place. Have the students copy yours. 4. Show the students how to copy the old value weights except for one. Change one value weight. Have students do the same. 5. Complete rest of Decision-Making Chart as in P.O. 8.1 and 8.2. Compute new ideal job score as in P.O. 8.3. Have students do same for your example. 6. Show students how the ideal job score changes this time because their value weights and values have changed.	

CHECK STEPS
Step 3 Have I copied all my values and value weights from my first DM Chart onto my second one?
Step 5 Have I completed the rest of the chart as in P.O. 8.1, 8.2 and 8.3?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] The Story of Who, pp. 57-62.

GOAL: 10.0 (cont.)

PRINCIPLE:

PERFORMANCE OBJECTIVE: 10.2 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	7. Review with students how to divide their ideal job score by their job score to get their new job favorability score. Have students do the same with you. (Same as in 10.1.) 8. Show students how to compare their new job favorability score with their old job favorability score. Have students do same. 9. Show them how to complete the statement: "Because my (value weights and/or values) have changed, my job is now (more favorable/less favorable) to me than before my internship." 10. Have students follow the above process for their Decision-Making Chart. 11. In summary, explore how many found that either their value weights[1] or values had changed. Find out how this affected their ideal job score. Discuss what are the implications or new experiences or information on their values or priorities. (Constant change.)	

CHECK STEPS

Step 10 Have I compared my new job favorability score with my old job favorability score and made a statement as to whether my job is more or less favorable?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Emphasize how values are always changing as well as priorities, depending on the decision to be made.

[2] Make sure all students have redone their ideal job score and checked their values.

GOAL: 11.0 Developing a program of action.
(Where am I going?)

PRINCIPLE: If I review my CAST Step Chart, then I can understand what a program is, so that I can determine what the next steps in my personal program might be.

PERFORMANCE OBJECTIVE: 11.1 Given their CAST Program Step Chart, students will explore the steps of the program and will determine their next goal. They will write three steps to reach the goal.

MATERIALS	METHODS AND PROCEDURES	NOTES/[illegible]
CAST Overview Chart	1. Put CAST Overview Chart on overhead and have students read the three major phases of the program - Expanding, Narrowing and Preparing. (Students should be looking at their own copies.) 2. Have another student read the steps that were taken to accomplish each of the phases. 3. Have them note that the steps started with themselves (Exploring Myself) and led sequentially towards the goal: Learning the Skills in Career Planning Step-by-Step. 4. Note that each of these major steps were broken down into smaller steps necessary to accomplish the major step. (Have students give examples of some minor steps they took to accomplish the major steps.) Discuss also that each step is observable (see it), measurable (evaluate it), and leads toward the goal. 5. Ask the students if our program is finished now that we have completed the program through Re-evaluating and Decision. Get them to explore the fact that although they have been through the career planning process once, they need to determine what the next goal in their career plan might be.	

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CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Use the program step form and process to plan for any school event as well as having the kids plan and organize their school time.

[2] The Story of Who, pp. 35-38 and pp. 51-54.

GOAL: 11.0 (cont.)

PRINCIPLE:

PERFORMANCE 11.1 (cont.)
OBJECTIVE:

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	6. Get students to generate at least five alternative goals. (Example: Need more information about self. Need more information about same job. Need more information about different jobs, etc.) 7. Have each student write down a goal he wants to achieve. Do one example with students. Have students do their own, showing three steps. Example: Goal: Need information about self. 1. List questions I want to answer about myself (PIE). 2. Talk to parents about my behavior at home (PIE). 3. Talk to teacher to find out where I am having problems. 4. Talk to counselor to re-evaluate where I am now since my internship. 5. Work out program with counselor using all information from parents and teacher. 8. Have students put their programs on board. 9. Have student use check steps to evaluate the programs - Make sure each step is observable and measurable and leads to the goal.	

CHECK STEPS Step 6 Have I generated at least five alternative goals?
Step 7 Did I select a goal?
Did I write five steps in sequence which I would take to reach my goal?
Did I make sure that each of my steps were observable, measurable and led to the goal?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 11.0 Developing a program of action.
(How will I get there?)

PRINCIPLE: If I can learn how to write a program, then I will be able to write my own PIE program, so that I can accomplish my goals.

PERFORMANCE OBJECTIVE: 11.2 Given the elements of a program, students will write their own physical programs and will test them out with their classmates.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Student Program Step Chart, Appendix,	1. Review that yesterday we discussed programs and defined a program as observable steps taken to reach a goal. We wrote a program with five steps. Today we will learn to write a specific program. First, we have to know that we need to include the following elements: a. Set a goal. (put on last step) b. Make first step start with ourselves (something we can do). c. Add all the in-between steps. d. All steps should be written so that someone could pick up your program, follow your steps and reach your goal. 2. Give the students one program goal - tell someone how to walk over to the door. 3. Have the students give you the steps starting with the student sitting in his seat and all those steps needed to have him reach the door. Write these steps on the board as the students give them to you. (Use form.) Once they are all on the board, have one of your students try to follow the steps. Where there are missing steps have the students fill them in. 4. Emphasize the best way to see if you have included all the steps in your program is to have someone try and use your program.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Example of physical programs are: 1. Eating nutritious meals. 2. Getting 8 hours of sleep. 3. Exercise program.

[2] Example of intellectual programs are: 1. Improving grades. 2. Developing my writing skills. 3. Developing my math skills.

[3] Example of emotional programs are: 1. Improving my communication skills. 2. Improving my patience. 3. Improving my committment to people.

GOAL: 11.0 (cont.)

PRINCIPLE:

PERFORMANCE 11.2 (cont.)
OBJECTIVE:

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	5. Have students try and write their own program on the following topics - answering the phone - putting on a coat - sharpening a pencil, etc. 6. Have students exchange papers to test out their programs. Discuss what happens when steps are left out. Discuss why it's important to include all the steps - if you are the teacher or if you are the learner. 7. Discuss why program development is important. To provide us with a systematic plan which will insure that we accomplish our goal. Without a plan we can't be sure we will ever reach our goals. 8. Talk about in what other areas program development could be used.[2] (To develop physical, intellectual and emotional programs.) Have students generate many program goals. Use counselor as resource person to present to class a program for a skill deficit common to class, i.e. peer relationships or low grades. 9. Have students each select one area (P, I, or E) and 1 goal within that area that they need to work on. Make sure they write their goal so that it can be achieved within a month.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] See Counselor Role, Appendix, p. 103A.

[2] Emphasize that you can only write a program about some skill you can already perform. If you can't do the skill, then you can write a program to find someone who can teach you the skill.

GOAL: 11.0 (cont.)

PRINCIPLE:

PERFORMANCE OBJECTIVE: 11.2 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	10. Send students to appropriate persons who can help[3] them develop and implement their program. 11. Once PIE programs are implemented, students could recycle through the CAST program either alone or in groups. This would be a good check to see if they have mastered the skills. Also the same skills could be used in your content area so that students could see the universality of their use. Once through the program is not enough. Continuing practice is the key.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

[3] Schedule students for individual wrap-up session with counselor: Where do I go from here? Counselor can help student analyze the meaning of change on their DM Chart and develop a goal and program of action for each student. If counselor can't develop a program then he can help student find someone who can (teacher, parent, etc.).

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57A " " " " " "
58A " " " " " "
59A " " " " " "

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60A " " " " " "
61A " " " " " "

(Mathematics)

62A " " " " " "
63A " " " " " "

(Music)

64A " " " " " "

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65A Master List of Careers Related to Subject Area
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66A " " " " " "
67A " " " " " "
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73A " " " " " "
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74A " " " " " "
75A " " " " " "
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JOB TITLE LIST

Aquarist
Funeral Director
Family Counselor
Baker
Circus Clown
Cross-Word-Puzzle Maker
Comedian
Electrician
Plumber
Assembly-Line Worker
Roving Story Teller
Telephone Operator
Telephone Installer
Truck Driver
TV Repair
Mechanic
Labor Negotiator
Fireman
Police Officer
Detective
Teacher
Mermaid
Painter
Travel Agent

Textbook Writer
Gambler
Log Washer
Animal Trainer
Coach
Beautician
Barber
Model
Singer
Actress
Doctor
Nurse
X-Ray Technician
Armored Car Guard
Secretary
Barnstormer
Computer Operator
Cryptanalyst
Lab Technician
Scientist
Astronomer
Astrologer
Clergyman
Farmer

Marine Biologist
Foreman
Construction Laborer
Civil Engineer
Ship Captain
TV Commentator
Store Buyer
Archeologist
Chemist
Tattoo Artist
Machinist
Dress Maker
Salesperson
Manager
Advertising Designer
Automotive Designer
Dress Designer
Pottery Maker
Mathematician
Prune Knocker
Professional Athlete
Newspaper Writer
Photographer
Optometrist

Telegraph Operator
Film Producer
Worm Picker
Chef
Walrus Hunter
Map Maker
Architect
Brick Layer
Florist
Forest Ranger
Politician
Governor
School Principal
Physical Therapist
Pharmacist
Veterinarian
Airline Stewardess
Pretzel Twister
Airline Pilot
Tour Guide
School Counselor
Life Guard
Board Marker
Recreation Director

CAST STEP CHART

(Junior High)

*Counselor: Where do I go from here?

11.0 Developing a program of action

10.0 Evaluating oneself and the decision in relationship to job requirements

9.0 Identifying specific skills through personal interview

8.0 Evaluating job based on personal occupational values

7.0 Weighting of occupational values

6.0 Developing and using questions to obtain information about jobs

5.0 Developing awareness of job information sources

*Counselor check point

4.0 Choosing a limited set of occupations to explore

3.0 Expanding and classifying jobs by interest areas for both people and things jobs

2.0 Clarifying and identifying physical, intellectual and emotional values

1.0 Expanding job titles by brainstorming and classifying under headings of people or things

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STUDENT QUESTION STEP CHART

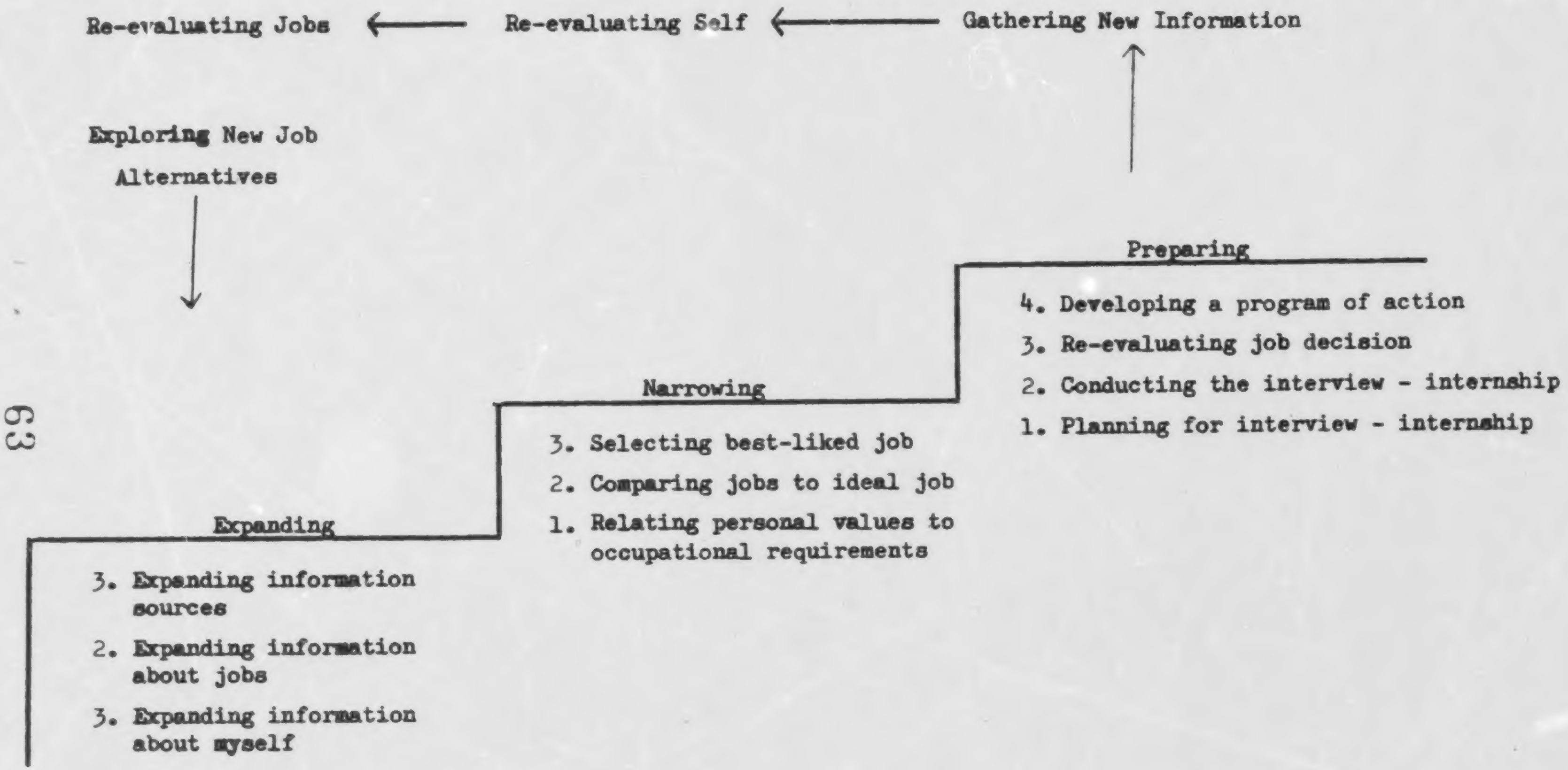
(Junior High)

11.2 How will I get there?
11.0 Where am I going?
10.2 Does this job still meet my values?
10.0 Is the job as favorable as I thought it was?
9.3 What will I do during the interview?
9.2 How will I prepare for the interview?
9.0 How do I get information from a people source?
8.0 Which job is better for me?
7.0 What do I want most from a job?
6.2 What are the requirements of my two job alternatives?
6.0 What do I want to know about my two job alternatives?
5.0 How can I find out about my job?
4.5 What jobs do I want to explore?
4.3 How much education do I want?
4.0 What is my preferred interest area?
3.0 What interest areas are there?
2.0 What is important to me?
Goal 1.0 What jobs are there?

*What are we going to do?

CAST OVERVIEW CHART

(Junior High)



Re-evaluating Jobs ← Re-evaluating Self ← Gathering New Information

Exploring New Job Alternatives

Expanding

3. Expanding information sources
2. Expanding information about jobs
3. Expanding information about myself

Narrowing

3. Selecting best-liked job
2. Comparing jobs to ideal job
1. Relating personal values to occupational requirements

Preparing

4. Developing a program of action
3. Re-evaluating job decision
2. Conducting the interview - internship
1. Planning for interview - internship

Goal 1.0

P.O. 1.2

PEOPLE AND THINGS CHART

Name ____________________

Date ____________________

People Jobs	Things Jobs

Name ______________________

Date ______________________

VALUES CHART

Physical	Intellectual	Emotional
Salary	Speaking	Independence

My next important value is ______________ because ______________.

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Goal 2.0

P.O. 2.1

PHYSICAL VALUES LIST

Name ______________________

Date ______________________

Exercise - I want to spend _____ of my time being active physically: bending, walking, lifting, etc.

Fast Pace - I want to spend _____ of my time working hurriedly to complete my tasks.

Slow Pace - I want to spend _____ of my time working slowly to complete my tasks.

Body Position - I want to spend _____ of my time sitting.

Body Position - I want to spend _____ of my time standing.

Local Travel - I want to spend _____ of my time traveling within a local area.

National Travel - I want to spend _____ of my time traveling around the country.

Indoor Work - I want to spend _____ of my time working indoors.

Outdoor Work - I want to spend _____ of my time working outdoors.

Cleanliness - I want to spend _____ of my time with clean hands and clothes.

Personal Appearance - I want to spend _____ of my time dressed fashionably.

Uniform - I want to spend _____ of my time wearing a certain type of dress.

Endurance - I want to spend _____ of my time doing demanding physical tasks which take continued effort.

Routine - I want to spend _____ of my time doing routine tasks.

Variety - I want to spend _____ of my time doing a variety of things physically.

Schedule - I want to work a regular eight hours a day, five days a week.

Flexible schedule - I want to work on a flexible schedule, with the number of hours varying from day to day.

Strength - I want to spend _____ of my time doing very strenuous exercise.

Leisure - I want to spend _____ of my time providing after work activities for others.

Salary - I want to be able to earn about $_____ per year.

Environment - I want to spend _____ of my time working in one special place, such as an office, hospital, laboratory, etc.

Beauty - I want to spend _____ of my time making artistic things.

Goal 2.0

P.O. 2.1

INTELLECTUAL VALUES LIST

Name ________________

Date ________________

Math Skills - I want to spend _____ of my time using mathematics.

Reading Skills - I want to spend _____ of my time reading.

Knowledge - I want to spend _____ of my time using information.

Writing - I want to spend _____ of my time producing written information.

Speaking - I want to spend _____ of my time giving oral information to others.

Listening - I want to spend _____ of my time receiving oral information from others.

Decision Making - I want to spend _____ of my time choosing between different courses of action.

Planning - I want to spend _____ of my time arranging how things are to be done.

Organization - I want to spend _____ of my time classifying and arranging materials or information.

Learning - I want to spend _____ of my time gaining new information or skills.

Creativity - I want to spend _____ of my time thinking up new ideas or producing new things.

Problem-Solving - I want to spend _____ of my time solving problems.

Memorizing - I want to spend _____ of my time remembering and recalling information.

Reports - I want to spend _____ of my time making and checking reports.

Mental Agility - I want to spend _____ of my time having to think very fast.

Teaching - I want to spend _____ of my time showing others how to do things.

Technology - I want to spend _____ of my time working with machinery or electronics.

Science - I want to spend _____ of my time doing scientific research.

Repetition - I want to spend _____ of my time doing things I have been trained or already know how to do.

Entertainment - I want to spend _____ of my time using my talent to entertain people.

Details - I want to spend _____ of my time working on details.

Overall Planning - I want to spend _____ of my time designing overall plans rather than details.

Education Level - I want to spend _____ percentage of my time in continuing my education.

Goal 2.0

P.O. 2.1

EMOTIONAL VALUES LIST

Name _____

Date _____

Patience - I want to spend _____ of my time demonstrating my ability to wait before acting.

Persistence - I want to spend _____ of my time on one long-range project at a time without giving up.

Attitude - I want to feel interested in and enthusiastic about my work _____ amount of time.

Commitment - I want to spend _____ of my time doing extra things to make my work better.

Motivation - I want to spend _____ of my time doing things without needing others to encourage me.

Independence - I want to spend _____ of my time without someone else telling me what to do or supervising me.

Responsibility - I want to spend _____ of my time making decisions which affect others.

Individual Contact - I want to spend _____ of my time working with one person.

Group Contact - I want to spend _____ of my time working with groups of people.

Service - I want to spend _____ of my time doing something for other people.

Competition - I want to spend _____ of my time keeping ahead of others.

Leadership - I want to spend _____ of my time leading others in activities.

Following - I want to spend _____ of my time following the directions of others.

Status - I want to spend _____ of my time being looked up to because of my job.

Things - I want to spend _____ of my time working with things instead of people.

Nature - I want to spend _____ of my time working with animals and nature.

Security - I want to feel safe _____ of the time.

Adventure - I want to take risks and try new or dangerous things _____ of the time.

Tact - I want to spend _____ of my time being tactful and polite.

Trust - I want to spend _____ of my time being trusted in a special way.

Fairness - I want to be treated the same as everyone else _____ of the time.

Advancement - I want to be able to go on to better jobs every _____ years.

Aloneness - I want to spend _____ amount of my time working alone.

EMOTIONAL VALUES LIST (Con.)

Calmness - I want to work in a calm atmosphere _____ of the time.

Excitement - I want to work in an exciting atmosphere _____ of the time.

Persuasion - I want to persuade others to do or buy things _____ of the time.

Public Appearance - I want to be in front of an audience _____ of the time.

Individuality - I want to express myself by doing things no one else is doing _______ of the time.

Goal 3.0

P.O. 3.1 and 3.2

Name ____________________

Date ____________________

INTEREST AREAC CHART

A: PEOPLE JOBS

Business (Contact)	Service	Education	Recreation
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

B: THINGS JOBS

Business (Detail)	Technology	Science	Outdoors
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

My preferred interest area is ________ because at this time I think I want a career (doing) ________.

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Goal 4.0

P.O. 4.1

INTEREST AREAS MATCH UP

Name ______________________________

Date ______________________________

Directions: There are three columns below. The answers are in the middle column--Interest Areas. Place the letter of the interest area next to the activity in column one which describes it. Place the letter for the interest area next to the example in column three which fits.

Activities

____ Occupations in which one person Teaches or trains another.

____ Occupations involving the use of research for the purpose of developing or verifying information.

____ Occupations involving the care and preservation of natural resources, plants and animals.

____ Occupations in which one person helps another.

____ Occupations in which there are face to face contacts with one person trying to persuade another.

____ Occupations in which people organize information.

____ Occupations in which one person is responsible for providing leisure activities for others.

____ Occupations involving the production, maintenance and transportation of goods.

Interest Areas

A. Business Contact

B. Service

C. Education

D. Recreation

E. Business Detail

F. Technology

G. Outdoors

H. Science

Examples

____ Accountant

____ Forest Ranger

____ Chemist

____ Singer

____ Teacher

____ TV Repairman

____ Waitress

____ Salesman

Goal 4.0

P.O. 4.4

EDUCATIONAL LEVEL CHART

Name ____________________

Date ____________________

Educational Level	People Jobs				Things Jobs			
	Bus. Contact	Service	Education	Recreation	Bus. Detail	Technology	Science	Outdoors
More than 4 years of College								
4 years of College								
2 years of College or Training after High School								
High School Diploma								
Less than High School								

I would prefer a job in ____________ (Interest Area) that requires ____________________ (Educational Level).

MASTER LIST OF JOBS

SERVICE

College

- Agricultural Extension Agent
- Clergyman
- Community Organization Worker
- Dentist
- Dietitian
- Doctor
- Ecologist
- Guidance Counselor
- Interpreter
- Lawyer
- Librarian, Public
- Librarian, Special
- Mayor
- Medical Records
- Medical Technician
- Minister
- Newspaper Reporter
- Nurse, Professional
- Occupational Therapist
- Optometrist
- Pediatrician
- Pharmacist
- Physical Therapist
- Physician
- Politician
- Psychiatrist
- Psychologist
- Recreation Leader
- Social Worker
- Sociologist
- Speech Therapist
- Veterinarian

Junior College

- Airline Stewardess
- Airline Traffic Agent or Clerk
- Anesthetist
- Case Aide
- Dental Assistant
- Dental Hygienist
- Disc Jockey
- Food Service
- Funeral Director
- Inhalation Therapist
- Insurance Adjuster
- Interior Designer
- Law Enforcement--
  Policemen and Women
- Manager, Hotel
- Manager, Restaurant
- Medical Lab Assistant
- Medical Lab Technician
- Nurse
- Optician
- Social Work Aide
- X-Ray Technician

Technical School

- Anesthetist
- Baker
- Barber
- Beauty Operator
- Burgular Alarm Technologist
- Bus Driver, Local
- Bus Driver, Long Distance
- Chef
- Cosmetologists
- Dental Hygienist
- Detective
- Dietitian
- Fireman
- Hairdresser
- Interior Decorator
- Library Clerk
- Medical Technician
- Nurse, Licensed
- Photographer
- Probation Officer
- Practical Nurse
- Professional Musician
- Psychiatric Aide
- Stewardess
- Therapist, Inhalation
- Veterinary Assistant
- X-Ray Technician

SERVICE (Con.)

High School	Butcher Cartoonist Child Care Clerk, Hotel-Front-Office Cook-Chef Cosmetologist Custodian Dental Assistant Driving Instructor Exterminator Firefighter Flight Instructor Gas Station Owner Guard or Watchman Mail Carrier Meat Cutter Military Service - All Branches Milkman Nurse's Aide Orderly Painter Plumber Policeman Public Relations Receptionist Sewer Cleaner Stewardess Switchboard Operator Telephone Operator U.N. Guide
Less Than High School	Bartender Bellman Busboy or Busgirl Cake Decorator Car Wash Chauffeur Cook Cook-Short Order Counselor Aide Garbage Collector Home Attendant Hospital Attendant Housekeeper Milkman Nurse's Aide Paper Boy Parking Attendant Private Investigator Service Station Attendant Street Cleaner Taxicab Driver Waitress or Waiter

TECHNOLOGY

College

- Actuary
- Air Conditioning and Refrigeration Worker
- Apprentice Coordinator
- Architect
- Chemical Researcher
- Chemist
- Computer Programmer
- Dairy Technologist
- Engineers:
  - Aerospace
  - Agricultural
  - Automotive
  - Biomedical
  - Ceramic
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Mechanical
  - Metallurgical
  - Mining
  - Petroleum
  - Sanitary
  - Traffic
- Food Technologist
- Industrial Hygienist
- Industrial Management
- Inspector, Processed Food
- Mathematician
- Medical Technologist
- Pilot
- Physicist
- Sanitarian, Public Health
- Space Program
- Statistician
- Systems Analyst
- Technical Writer

Junior College

- Air Traffic Controller
- Airline Pilot and Co-pilot
- Anesthetist
- Building Contractor
- Compositor
- Construction Superintendent
- Designer, Industrial
- Detailer
- Dispatcher, Airline
- Draftsman
- Industrial Artist
- Inspector, Building
- Instrument Maker
- Jeweler
- Laboratory Tester
- Lithographer
- Mechanic, Airplane
- Metallurgist, Asst.
- Operator, Computer
- Optician
- Patternmaker
- Photoengraver
- Photographer
- Surveyor
- Technicians:
  - Air Conditioning
  - Animal
  - Atomic Energy
  - Audio Visual
  - Chemical
  - Dental
  - Electronics
  - Industrial
  - Mechanical
  - Medical
  - Paper
  - Physics
  - Radio & TV Broadcasting
  - Waste Water
  - X-Ray
- Tool Designer
- Tool & Die Maker
- Tool Programmer, Numeric Con.
- Writer (Technical)

Technical
School

- Aircraft Dispatcher
- Assembler, Electronics
- Automotive Designer
- Boilermaker
- Bricklayer
- Bus Driver, Local
- Bus Driver, Long Distance
- Cabinetmaker
- Cable Splicer
- Carpenter
- Cement Mason
- Data Processing
- Dressmaker
- Electricians:
  - Airplane
  - Construction
  - Maintenance
- Electroplater
- Engineer, Stationary
- Glazier
- Hydraulic Tester
- Industrial Pipefitter
- Insulating Worker
- Lather
- Lineman
- Machinist
- Maintenance Man, Building
- Meatcutter
- Mechanics:
  - Air-conditioning, Heat & Refrigeration
  - Aircraft
  - Automobile
  - Bowling Pin Machine
  - Construction Equipment
  - Diesel
  - Engineering Equipment
  - Electronics
  - Farm Equipment
  - Industrial Truck
  - Maintenance
  - Motorcycle
  - Truck & Bus
  - Vending Machine
- Medical Lab. Asst.
- Millwright
- Miner
- Ornamental Metal Worker
- Operators:
  - Airline Radio
  - Heavy Equipment
  - Heavy Machinery
  - Machine Tool
  - Milling Machine Setup
  - Woodworking Machine
- Painter & Paperhanger
- Petroleum Refinery Worker
- Photographer, Biological
- Plasterer
- Plumber
- Pressman, Printing
- Projectionist, Motion Picture
- Repairmen:
  - Appliance
  - Automobile Body
  - Business Machine
  - Camera
  - Die
  - Industrial Machinery
  - Instrument
  - Shoe
  - Television & Radio
  - Vending Machine
  - Watch
- Roofer
- Sales, Automobile-Repair-Service
- Servicemen:
  - Data Processing Machinery
  - Electric Sign
  - Home Appliances
  - Office Machines
  - Radio & TV
- Sheet Metal Worker
- Silk Screen Cutter
- Steelworker
- TV Cameraman
- Tailor
- Technicians:
  - Computer
  - Dental
  - Electromechanical
  - Installer
  - Surgical
  - Traffic
- Therapist, Inhalation
- Tile Setter
- Tool & Die Maker
- Tool Grinder
- Welder

TECHNOLOGY (Con.)

High School	Absorption Operator Alterations Seamstress Assembler, Factory Asst., Heavy Equip. Repairman Auto Parts Counterman Auto Racer Bus Driver Carpet Layer Carpenter Cold Type Compositor Operator Core Blower Operator Draftsman	Dry Cleaner Equipment Operator Exterminator Furniture Assembler Gas Appliance Serviceman Gas Station Mechanic Inspector, Factory Jewelry Repairman Maintenance Man, Factory or Mill Meter Reader Nurse's Aide	Operator, Power Truck Overhead Crane Operator Plumber Servicemen - All branches Set Designer Taxi Driver Telephone Repairman Terrazzo Worker Tool and Die Truck Driver, Local Truck Driver, Long Distance
Less than High School	Assembler, Factory Bowling Machine Mechanic Crane Operator Dry Cleaner Drywall Finisher Furniture Assembler Janitor Laborer	Laborer, Construction Laundry Worker Mechanic Operators: Production Drill Press Punch Press Sensing Machine	Plant Worker - Assembly Presser, Machine Railroad Auto Rack Loader Railroad Brakeman Service Station Attendant Tire Man Truck Driver

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EDUCATION

College	Author Counselor Historian Journalist Lawyer Librarian Principal	Professor Psychologist Reporter School Counselor Teachers: College Elementary	Kindergarten & Nursery Music Physical Education Secondary Special Education Translator & Interpreter
Junior College	Day Care Center Worker Jr. Camp Counselor Occupational Therapist & Asst.	Para Professional Recreation Leader Assistant	Teacher's Aide Youth Director
Technical School	Building Construction Chemical Technician Dietitian	Heavy Equipment Instructor Industrial Supervisor Library Clerk	School Secretary Teacher's Aide
High School	Bus Driver Bus Driver, School Cafeteria Worker Child Care Custodian	Custodian, School Driving Instructor Hall Guard Language Lab. Asst.	Music Store Instructor Secretary Secretary, School Tutor
Less Than High School	Cook, Cafeteria	Co-op Student	Mother

SCIENCE

College	Actuary Analytical Chemist Anthropologist Astronomer Biochemist Biologist Botanist Chemist Crop & Soil Scientist Dentist Dietician	Ecologist Economist Engineer, Chemical Geographer Geologist Historian Home Economist Horticulturist Mathematician Medical Technician Meteorologist	Microbiologist Nurse, Professional Oceanographer Optometrist Pharmacist Physician Physicist Psychiatrist Psychologist Sanitarian, Public Health Sociologist
Junior College	Agricultural Production Anesthetist Dental Hygientist Environmental Cont. Policeman or Policewoman	Technicians: Atomic Energy Chemical Dental Electronic	Hospital Pharmacy Medical Lab. Physics X-Ray
Technical School	Air Traffic Controller Computer Technician Dental Assistant Fireman Isotope Technologist	Medical Lab. Asst. Nurse, Licensed Practical Photographer, Biological Psychiatric Aide	Technician, Surgical Therapist, Inhalation Veterinary Asst. Weatherman
High School	Electronic Inspector Nurse's Aide	Operator, Electronic Computer Operator, Office Machine	Radio Repairman
Less than High School	Assembler, Electronic Cleanup Man, Laboratory Environmental Clean-up Man	Farmer Helper, Chemical Operator Lab Assistant	Serviceman's Helper Store Clerk

BUSINESS (Contact)

College	Advertising Man Advertising Executive Bank Officer Buyer Court Stenographer	Insurance Broker Pharmacist Public Relations Man Real Estate Appraiser Retail Manager	Salesman, Securities Stock Broker U.S. President Veterinarian
Junior College	Building Contractor Buyer Employment Service Interviewer Funeral Director Insurance Adjuster Insurance Agent or Broker	Jeweler Payroll Clerk Personnel Worker Public Relations Retail Manager	Salesmen: Manufacturer's Radio & TV Time Real Estate Secretary: Legal Medical
Techical School	Computer Programmer Data Processing Worker Dressmaker Executive Secretary Fashion Designer Florist Interior Designer Jeweler	Nurseryman & Landscaper Printing Plant Superintendent Real Estate Agent Receptionist Salesmen: Automobile-Repair Service	Car Photographic Supplies & Equipment Stenographer Travel Agent Tailor
High School	Airline Clerk Airline Clerk Receptionist Airline Stewardess Bank Teller Insurance Claims Clerk	Public Relations Man Routeman Sales Clerk Salesmen: Auto Parts	Automobile Shoe Secretary Telephone Operator Ticket Agent
Less Than High School	Bartender Cashier Errand Boy	Receptionist Salesmen: Department Store	General House to House Taxi Driver

BUSINESS (Detail)

College	Accountant Actuary Architect Bank Officer Business Ed. Inst. Buyer City Planner Computer Programmer Construction Superintendent	Customs Inspector Economist Farm Manager Foreign Service Officer Franchise Promotion Manager Hospital Administrator Industrial Relations Adm. Internal Revenue Agent	Lawyer Manager, Hotel Personnel Administrator Purchasing Agent Real Estate Appraiser Security Officer Systems Analyst Translator & Interpreter
Junior College	Accountant Advertising Asst. Air Traffic Controller Airline Traffic Agent or Clerk Bookkeeper Computer Programmer Court Reporter Data Processing Worker	Dispatcher, Airline Estimator, Printing & Publishing Executive Housekeeper Executive Secretary Florist Food Service Supervisor Horticulturist Insurance Adjuster Loan Officer	Managers: Credit Department Hotel Industrial Traffic Office Restaurant Theater Warehouse Medical Secretary
Technical School	Bank Teller Bookkeeper Clerks: Postal Statistical Traffic Rate -Typist Clothes Designer Computer Programmer Computer Technician	Dental Assistant Electrical Technician Fashion Designer I.B.M. Key Punch Librarian, Tape Material Lister Operators: Bookkeeping Machine Duplicating Machine Keypunch	Stenotype Tabulating Machine Radio & TV Man Salesman, Automobile-Repair-Service Secretary: Legal Medical Stenographer Transportation Agent, Airline

BUSINESS (Detail) (Con.)

High School

- Air Traffic Controller
- Bank Teller
- Cashier
- Clerks:
  - Bank
  - Bookstore
  - Credit
  - Desk
  - File
  - General
  - Hotel Front-Office
  - Mail
  - Production
  - Shipping & Receiving
  - -Typist
- Court Reporter
- Fashion Designer
- Office Boy
- Operators:
  - Office Machine
  - Switchboard
  - Telephone
  - Transcribing
- Paper Boy
- Receptionist
- Retail Display Worker
- Secretary
- Superintendent, Building
- Typist

Less Than
High School

- Cartoonist
- Cement Finisher
- Clerk, Stock
- Dispatcher
- Food Store Checker
- Mechanic
- Office Boy
- Paper Boy
- Shop Worker
- Stockboy
- Truck Driver

RECREATION

College	Advertising Copywriter Architect Artist Athletic Coach Basketball Player City Official City Planner Editors: Book Magazine	Football Player Librarians: Public Special Movie Director Newscaster Physical Ed. Instructor Pianist Recreation Leader Recreation Supervisor	Reporter Sculptor Swim Coach Teachers: Music Physical Education Technical Writer Writer "Y" Director
Junior College	Actor or Actress Advertising Assistant Advertising Layout Man Announcer, Radio & TV Cameraman Camp Counselor Cartoonist Commercial Artist	Designers: Fashion Industrial Detailer Disc Jockey Industrial Artist Life Guard	Musician, Instrumental Park Management Photoengraver Photographer Recreation Leader Reporter Ski Hill Manager
Technical School	Actor or Actress Artist Circus Performer Disc Jockey Dog Trainer	Floral Designer Florist Model Musician Photographer	Producer Race Car Driver Roller Skater Sky Diver Television Cameraman
High School	Bartender Dance Teacher	Movie Director Photographer	Singer Studio Photographer
Less Than High School	Actor or Actress Bartender Grade School Coach	Lifeguard Singer	Umpire Waitress or Waiter

OUTDOOR

College	Agricultural Extension Agent Anthropologist Civil Engineer Crop & Soil Scientist Engineer, Mining	Forest Ranger Geologist Horticulturist Landscape Architect	Marine Biologist Oceanographer Scientific Farmer Soil Conservationist
Junior College	Forest Ranger Forestry Aide	Game Warden Oceanographer	Surveyor Turf Grass Manager
Technical School	Bricklayer Carpenter Cement Mason Farmer Flight Engineer	Game Warden Groomskeeper Groundskeeper Landscape Designer Pilot	Roofer Stewardess Surveyor Taxidermist
High School	Bee Keeper Cement Worker Construction Worker Farmer Fisherman	Game Warden Gardener Landscaper Mail Carrier Nursery Worker	Roofer Sanitation Engineer Telephone Lineman Zoo Keeper
Less Than High School	Construction Laborer Gardener Gas Station Attendant Greenhouse Worker Landscaper - Yard Work	Lumber Yard Helper Mason Park Maintenance Pro Skier Road Construction Worker	Sales Person - House to House Sewer Worker Street Sweeper Tree Surgeon

JOB INFORMATION SOURCE LIST

TITLE	SOURCE	PRICE*	GRADE LEVEL	USE
CHOOSING YOUR CAREER Choosing Your Career - p. 1 Choosing Your Career - p. 2	Guidance Associates Pleasantville, N.Y.	35.00	9 - 12	Jr. and Sr. Highs
A JOB THAT GOES SOMEPLACE A Job That Goes Someplace - p.1 A Job That Goes Someplace - p.2	Guidance Associates	35.00	9 - 12	Jr. and Sr. Highs
COMMUNITY WORKERS AND HELPERS Department Store Workers Hospital Workers Fire Department Workers Television Workers	Society for Visual Education New Name - Singer Education & Trailing 1345 Diversey Parkway Chicago, Illinois 60614	36.50	1 - 3	Elementary School
COMMUNITY AND COMMUNITY WORKERS Food From the Country The Fireman The Policeman The Suburbs Visit to a Small Town Other Community Workers The Big City Visit to a Farm What a City Makes	Education Projections, Corp. Linda Atchinson Instructional Materials, Inc. 2331 Monroe Dearborn, Michigan 48124	100.00	K - 6	Elementary School

*Prices as of 1970.

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
COOPERATION, SHARING & LIVING TOGETHER Sharing Responsibilities Learning New School Habits Learning to Cooperate We Build Together I Play Alone and With Others Manners Are Important How We Make Friends Rules I Must Obey We Learn to Share Sharing on the Playground	Education Projections, Corp.	100.00	K - 6	Elementary School
DEVELOPING UNDERSTANDING OF SELF AND OTHERS Teacher Manual Puppets Posters Story Books Cassette Tapes	American Guidance Service Publishers Building Circle Pines, Minn. 55014	84.00	K - 6	Elementary School
FOCUS ON SELF DEVELOPMENT: STAGE ONE: AWARENESS Sometimes I Wonder Circle of Feelings The Magic Glasses The Parade Judy's Ups and Downs	SRA Earl Gabriel 26880 Constance Avenue Dearborn Heights, Michigan 48127	96.62	K - 6	Elementary School

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
FOODS WE EAT, THE How We Get Bread How We Get Milk How We Get Meat How We Get Poultry and Eggs How We Get Fruit How We Get Vegetables	Society for Visual Education	55.50	K - 6	Elementary School
FOUNDATIONS FOR OCCUPATIONAL PLANNING What is a Job? What Good is School? What Are Job Families? What Do You Like to Do? Who Are You?	Society for Visual Education	27.00	5 - 9	Elementary and Jr. High
GETTING AND KEEPING YOUR FIRST JOB Your First Job - p. 1 Your First Job - p. 2	Guidance Associates	35.00	9 - 12	Jr. and Sr. Highs
HEALTH CAREERS Health Careers - p. 1 Health Careers - p. 2	Guidance Associates	24.00	5 - 7	Elementary and Jr. High

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TITLE	SOURCE	PRICE	GRADE LEVEL	USE
HEALTH AND SAFETY				
Let's Take Care of Ourselves A Visit to the Dentist Bicycle Safety A Visit to the Doctor School, Health and You Safety Rules in School Going to School Safely Swimming Safely Spreading a Cold in School	Educational Projections, Corp.	100.00	K - 6	Elementary
HIGH SCHOOL COURSE SELECTION AND YOUR CAREER				
High School Course Selection and Your Career - p. 1 High School Course Selection and Your Career - p. 2	Guidance Associates	35.00	9 - 12	Jr. and Sr. Highs
HIGH SCHOOL GRADUATES, CAREERS FOR				
Junior Occupational Briefs	SRA	43.00	7 - 12	Jr. and Sr. Highs
HOW WE GET OUR HOMES				
Finishing the Home Building the Shell of the Home Building the Foundation Planning the Home	Society for Visual Education	20.00	K - 6	Elementary School
LIKING YOUR JOB AND YOUR LIFE				
The Construction Worker The Factory Worker The Community Worker The TV Repairman	Guidance Associates	35.00	9 - 12	Jr. and Sr. High

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
OCCUPATIONAL EXPLORATION KIT 400 Occupational Briefs 20 Job Family Booklets 8 Guidance Series Booklets 25 Student Record Books	SRA	99.50	9 - 12	Jr. and Sr. High
PREPARING FOR THE JOBS OF THE 70's Preparing for the Jobs of the 70's Preparing for the Jobs of the 70's part 1 & 2	Guidance Associates	35.00	7 - 12	Elementary and Junior High
ROBERT AND HIS FAMILY Robert's Family at Home Robert's Family and Their Neighbors Robert Goes Shopping Robert and Father Visit the Zoo	Society for Visual Education	31.00	K - 6	Elementary School
SCHOOL & FAMILY RELATIONS Now We Go to School The Family Picnic Watching TV at Home Reading at Home Our Family at Home School is Our Other Home Using the Telephone New Friends at School Helpers for Our Home Helpers for Our School	Education Projections Corp.	100.00	K - 6	Elementary School

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
THE ME NOBODY KNOWS Interpretations: The Me Nobody Knows	Guidance Associates			
TROUBLE AT WORK Hazing Failure to Communicate Absenteeism Lack of Ambition	Guidance Associates	35.00	9 - 12	Jr. and Sr. High
VOCATIONAL DECISIONS An Introduction to Vocation The World of Work Counseling in Vocational Decision	SVE	27.27	6 - 9	Elementary and Jr. High
WHAT DO YOU EXPECT OF OTHERS What Do You Expect of Others - p. 1 What Do You Expect of Others - p. 2 What Do You Expect of Others - p. 3	Guidance Associates	18.00	6 - 9	Elementary and Jr. High

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GRADE	SOURCE	PRICE	GRADE LEVEL	USE
WHAT DOES YOUR DAD DO? My Dad - Factory Worker, The My Dad - Auto Mechanic, The My Dad - Veterinarian, The My Dad - Photographer, The My Dad - Construction Foreman, The My Dad - Computer Programmer, The	Handy - Scott Ed. Div. Jam Handy Ed. Division Lower Westfield Rd. Holyoke, Mass. 01040	75.00	3 - 5	Elementary
WHAT YOU SHOULD KNOW BEFORE YOU GO TO WORK What You Should Know Before You Go to Work - Part 1 What You Should Know Before You Go to Work - Part 2	Guidance Associates	35.00	9 - 12	Jr. and Sr. High
WHERE AND HOW PEOPLE WORK AND LIVE Where in the World Do You Live? From Place to Place Food From Farm to Family Clothes From Head to Toe	Guidance Associates	48.00	K - 6	Elementary
WOMEN, CAREERS FOR Junior Occupational Briefs	SRA	43.00	7 - 12	Jr. and Sr. High
WONDERFUL WORLD OF WORK "Wally, the Worker Watcher" "The Newspaper Boy" "The Junior Home-Maker"	Edu - Craft, Inc. 6475 DuBois Detroit, Michigan 48211	149.00 set of K-3	K - 3	Elementary

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
WONDERFUL WORLD OF WORK Electrical Servicers Gas & Oil Servicers Telephone Servicers	Edu - Craft, Inc	149.00 set of K-3	K - 3	Elementary
WONDERFUL WORLD OF WORK Mail Delivery Dairy Product Delivery	Edu - Craft, Inc.	"	K - 3	Elementary
WONDERFUL WORLD OF WORK Drug Store Super Market Service Station	Edu - Craft, Inc.	"	K - 3	Elementary
WONDERFUL WORLD OF WORK "What Else Do Fathers Do?" "Just What Do Mothers Do?" "It's in Your Hands"	Edu - Craft, Inc.	140.00 set of 4-6	4 - 6	Elementary
WONDERFUL WORLD OF WORK "It's the Growing Thing" "At Your Service" "Raw Steel to Rolling Wheels"	Edu - Craft, Inc.	"	4 - 6	Elementary
WONDERFUL WORLD OF WORK "It's in Your Hands"	Edu - Craft, Inc.	"	4 - 6	Elementary

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
WONDERFUL WORLD OF WORK The Electrical Workers The Gas & Oil Workers The Telephone Workers	Edu - Craft, Inc.	140.00 set of 4-6	4 - 6	Elementary
WONDERFUL WORLD OF WORK "Getting the Goods to Users" ". . . A Matter of Business!"	Edu - Craft, Inc.	"	4 - 6	Elementary
ELEMENTARY CLASSROOM GUIDANCE	Newman Visual - 400 Thirty-Second Street, Grand Rapids, MI 49508	13.00	K - 6	Elementary
WONDERFUL WORLD OF WORK "Food...Shelter...Clothing" "Helping the Healing Hands"	Edu - Craft, Inc.	149.00 set of 4-6	4 - 6	Elementary
WORKING IN US COMMUNITIES Old Sturbridge and Mystic Seaport: Historic Communities Douglas, Wyoming: Ranch Community Rockland, Maine: Coastal Community Flagstaff, Arizona: Service Community	Society for Visual Education	32.50	K - 6	Elementary
WORKING IN US COMMUNITIES - Group II Detroit: Manufacturing Community	Society for Visual Education	11.00	K - 6	Elementary

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
YOUR FIRST YEAR IN HIGH SCHOOL Your First Year in High School - Part 1 Your First Year in High School - Part 2	Guidance Associates	35.00	9	Jr. High
YOUR JOB INTERVIEW Your Job Interview - Part 1 Your Job Interview - Part 2	Guidance Associates	35.00	7 - 12	Jr. and Sr. High
MODERN WORKERS POSTER Set 1 and Set 2	The Instructor Publications, Inc. P.O. Bos 6108 Duluth, Minn. 55806	6.00	K - 6	Elementary
COMMUNITY HELPERS ACTIVITIES Set 1 and Set 2	The Instructor Publications, Inc.	7.50	K - 6	Elementary
I WANT TO BE A: (Books) Basketball Player Football Player Service Station Attendant Waitress Weatherman Bank Teller	Childrens Press Donald Brown 440 Greenwood Drive Okemos, MI 48864	3.25 each	1 - 3	Elementary
COME ON OUT, DADDY! (Book)	Delacorte Press - Hammarskjold Plaza, 245 E. 47th St., N.Y., N.Y. 10017	4.50	2 - 4	Elementary
YOU BE THE JUDGE (Book)	Lothrop, Lee and Shepard 6 Henderson Dr., W. Caldwell, N.J. 07006	4.25	5 - 6	Elementary

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
TELEPHONE SYSTEMS (Book)	Morrow - Wm. Morrow & Co. 6 Henderson Dr., W. Celdwell, N.J. 07006	3.95	3 - 5	Elementary
IF I SAILED A BOAT (Book)	Lothrop, Lee and Shepard	4.25	1 - 3	Elementary
THE BEGINNING SEXTANT SERIES (Books) Come to Work With Us in: Airport Hospital House Construction Toy Factory Aerospace TV Station Department Store Newspaper Telephone Company Hotel Bank Dairy	Sextant Systems	40.00	K - 3	Elementary
THE POTENTIAL OF VOCATIONAL EDUCATION: Observations and Conclusions	The Institute for Research on Human Resources	2.00		
VOCATIONAL EDUCATION: The Bridge Between Man and His Work	U.S. Government Printing Office Public Documents Department Washington, D.C. 20402	2.25	K - 9	Elementary and Junior High
VOCATIONAL EDUCATION AND OCCUPATIONS	Superinterdent of Documents	2.25		

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TITLE	SOURCE	PRICE	GRADE LEVEL	USE
OCCUPATIONAL OUTLOOK HANDBOOK	Superintendent of Documents	6.25	K - 12	Ele., Jr. and Sr.
HOUSING, MONEY AND PERSONAL PROBLEMS Building a New House Different Kinds of Houses Where Does Father Work Where Mother Works How People Make a Living How Money Is Used How to Handle Money What Should I Do? Solving Personal Problems What Should I Do This Summer?	Education Projections, Corp.	100.00	K - 6	Elementary
Tensions (Book)	Beacon Press 25 Beacon Street Boston, Massachusetts 02108	3.50	7 - 9	Jr. High
JR. GUIDANCE SERIES BOOKLETS	SRA - Subdivision of IBM 259 E. Erie Street Chicago, Illinois 60611	14.25	6 - 9	Elementary and Jr. High
GUIDANCE SERIES BOOKLETS	Science Research Association	40.00	9 - 12	Jr. and Sr. Highs
CAREER AWARENESS CONSOLE	Compulearn	90.00	K - 6	Elementary
IF YOU'RE NOT GOING TO COLLEGE If You're Not Going to College - p. 1 If You're Not Going to College - p. 2	Guidance Associates	35.00	9 - 12	Jr. and Sr. Highs
JOB ATTITUDES: WHY WORK AT ALL Why Work at All?	Guidance Associates	18.00		

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
JOB EXPERIENCE KIT				
16 Job experience envelopes	SRA	141.75	9 - 12	Jr. and Sr. Highs
JOBS FOR HIGH SCHOOL STUDENTS				
Jobs for High School Students - p. 1 Jobs for High School Students - p. 2	Guidance Associates	35.00	9 - 12	Jr. and Sr. Highs
JOB OPPORTUNITIES FOR INNER CITY YOUTH				
Requirements in the World of Jobs Achieving Success in the World of Jobs Job Opportunities in a Restaurant Job Opportunities in a Supermarket Job Opportunities in a Department Store	Society for Visual Education, Inc.			
JOB OPPORTUNITIES NOW				
Requirements in the World of Jobs Achieving Success in the World of Jobs Job Opportunities in a Restaurant Job Opportunities in a Hospital Job Opportunities in a Supermarket Job Opportunities in a Department Store	Society for Visual Education	49.50	K - 6	Elementary School

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TITLE	SOURCE	PRICE	GRADE LEVEL	USE
SCIENCE AND ENGINEERING CAREERS KIT	CAREERS, INC. P.O. Bos 135 Largo, Florida 33540	34.50	7 - 12	Jr. and Sr. High
HEALTH CAREERS KIT	CAREERS, INC.	34.50	7 - 12	Jr. and Sr. High
MYSELF (BOOK)	STECK-VAUGHN COMPANY Box 2028 Austin, Texas 78767	3.54		
MYSELF AND OTHERS (BOOK)		3.54		
OUR VALUES (BOOK)				
SOCIAL SCIENCE LABORATORY UNITS BROTHERHOOD OF MAN UNIT				
Social Science Resource Book Discovering Differences Friendly and Unfriendly Behavior Teachers Manual	SRA	368.65	7 - 12	Jr. and Sr. High
TECHNICIAN SERIES:				
Engineering	J.G. Ferguson Publishing Co. 6 N. Michigan Avenue Chicago, Illinois 60602	11.95	7 - 12	Jr. and Sr. High
Agricultural, Forestry & Oceanographic		"	"	"
Marketing, Business & Office Specialists		"	"	"
Health		"	"	"
Community Service & Related Specialists		"	"	"
ON THE WAY TO WORK - Profiles of 5 Significant Schools	Educational Facilities Laboratories, Inc.	Free		

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
NURSING AS A CAREER	Bailey Film Associates 11559 Santa Monica Blvd. W. Los Angeles, California 90025	35.00	4-6	Elementary
MONEY MANAGEMENT	Bailey Film	72.00	7-12	Jr. and Sr. High
WHO DO YOU THINK YOU ARE? First things parts 1,2,3	Guidance Associates	18.00	5-7	Elementary and Jr. High
PEOPLE AND CHOICES (folio)	Harcourt, Brace Jovanovich, Inc. 757 3rd Ave., N.Y., N.Y. 10017	7.95	7-9	Jr. High
OCCUPATIONAL OUTLOOK HANDBOOK REPRINTS (119 reprints)	Bureau of Labor Statistics	9.25	K-12	Elementary, Jr., and Sr. High
HIGH SCHOOL CAREER GUIDANCE AND COUNSELING (Cassette Tape)	APGA - 1607 New Hampshire Ave. Washington, D.C. 20009	5.00		
THE YOUNG JOB SEEKERS GUIDE TO TECHNICAL OCCUPATIONS AND THE SKILLED TRADES	MSU - MSU Press, 1405 S. Harrison Rd., 25 Manly Miles Bldg., East Lansing, Michigan 48823	.85 each	9-12	Jr. and Sr. High
NEW ROCHECTER OCCUPATIONAL READING SERIES	SRA	23.00	K-12	Elementary, Jr. and Sr. High
PREPARING FOR THE WORLD OF WORK Parts 1 and 2	Guidance Associates	35.00	7-12	Jr. and Sr. High
CAREER IN SCIENCE AND MATH	Science Research Associates	43.00	7-12	Jr. and Sr. High
HANDBOOKS OF JOB FACTS	Science Research Associates	4.50	9-12	Jr. and Sr. High
HOW TO SUCCEED IN HIGH SCHOOL... BY TRYING	Guidance Associates	35.00	9-12	Jr. and Sr. High
JOB HUNTING - WHERE TO BEGIN	Guidance Associates	37.50	7-12	Jr. and Sr. High
PEOPLE WHO WORK IN SCIENCE	Guidance Associates	37.50	7-12	Jr. and Sr. High
PEOPLE WHO HELP OTHERS	Guidance Associates	37.50	7-12	Jr. and Sr. High

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
PEOPLE WHO HELP OTHERS	Guidance Associates	37.50	7-12	Jr. and Sr. High
BABYSITTER SERIES (Cassette Tapes)	ESP Teacher Prod. - Rt. 1,Box 418A Hwy. 1 N., Jonesboro, Ark. 72401	17.64	7-9	Jr. High
PORTRAITS TWENTIETH CENTURY AMERICANS OF NEGRO LINEAGE (Portraits of 24 Black Americans)	Friendship Press - Distribution Office, Box 37844, Cincinnati, Ohio 45237	1.75	K-12	Elementary, Jr. and Sr. High
JOB FAMILY SERIES BOOKS	SRA	19.50	9-12	Jr. and Sr. High
WIDENING OCCUPATIONAL ROLES KIT				Jr. High
JOB GUIDE FOR YOUNG WORKERS '69-'70 Edition	U.S. Dept. of Labor			Jr. High
DICTIONARY OF OCCUPATIONAL TITLES				Jr. High
HANDBOOK OF WOMEN WORKERS				Jr. High
HEALTH CAREERS GUIDEBOOK	U.S. Dept. of Labor			Jr. High
ENCYCLOPEDIA OF CAREERS Vols. I and II	Ferguson Pub. Co.			Jr. High
CHOOSING A CAREER IN A CHANGING	Westeroilt			Jr. High
LOVEJOY'S COLLEGE GUIDE				Jr. High
LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE				Jr. High

TITLE	SOURCE	PRICE	GRADE LEVEL	USE
CAREER WORLD	Curriculum Innovations, Inc. 1611 Chicago Avenue Evanston, Illinois 60201			
EBONY SUCCESS LIBRARY	Johnson Publishing Company Chicago, Illinois			
OCCUPATIONS AND CAREERS - Feingold	McGraw-Hill Mid-Continent Distribution Center Manchester, Mo. 63011			

Goal 6.0, 9.0
P.O. 6.1, 9.2

Name ____________________
Job Title ____________________

SAMPLE QUESTION AND ANSWER CHART

1. With whom do you work? ____________________

2. Where do you work? ____________________

3. How much money do you earn? ____________________
4. When do you work? How long? ____________________
5. What do you do? How do you do it? ____________________

6. Why do you work? (What good comes from it?) ____________________

7. What are three skills that are necessary for your job?
   1. Be able to ____________________
   2. Be able to ____________________
   3. Be able to ____________________
8. For whom do you work? ____________________
9. How old do you have to be? ____________________

10. What machines help you? ____________________

11. What physical requirements are needed? ____________________

12. How do you have to dress for this job? ____________________

13. What kind of training or education do you need? ____________________

14. How much training or education do you need? ____________________

15. Where and how do you get your training? ____________________

16. What are the qualifications for the job? ____________________

17. Other important information about this job. ____________________

18. Under what kind of conditions do you work? ____________________

Goal 9.0

SAMPLE INTERNSHIP QUESTIONS CHART

Name ______________________
Date ______________________

1. Who do you work for?
2. What do you do on the job?
3. Where do you work?
4. When do you work? How long?
5. What type of employer do you work for?
6. What kind of conditions do you work in?
7. Why did you choose this job?
8. What areas do you specialize in?
9. What are the opportunities for advancement?
10. How do you complete this job?
11. What are the alternative ways to do this job?
12. What is the supply and demand outlook for this job?
13. Who do you work with?
14. What are the qualifications for this job?
15. Where did you get training for this job?
16. What skills do you need to have?
17. How much money do you get?
18. What physical qualifications are needed?
19. What problems or drawbacks are there to this job?
20. Where can I find more information about this job?
21. How do you dress for this job?
22. What is needed to help you on this job?
23. What good comes from this job?
24. What skill could I start learning to do now?

If I can develop good questions to ask, then I can gain accurate information; so that I will know more about my jobs.

Favorability Scale:
very favorable = ++
favorable = +
favorable & unfavorable = +-
unfavorable = -
very unfavorable= --

Favorability Sign Equivalent:
+ = (1)
- = (-1)

CAREER DECISION-MAKING CHART
GOAL 8.0 - 10.0

Name________________

Date________________

QUANTIFIED VALUES STATEMENTS	WEIGHT	1st Choice:			2nd Choice:			Ideal Score	
		Fav. Sign	+'s	-'s	Fav. Sign	+'s	-'s	Fav. Sign	+'s
1.									
2.									
4.									
5.									
6.									
		Job Score Total:		Job	Job Score Total:			Ideal Job Score Total:	

______ = ______% Fav. Score

______ = ______% Fav. Score

______ = ______% Fav. Score

__(Job)__ is a better job for me than __(Job)__ because it comes closer to meeting all my values.

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ALTERNATIVE LESSON PLAN
FOR GOAL 8.0

P.O. 8.1
8.2
8.3

GOAL: 8.0 Evaluation of job based on personal occupational values.
(Which job is better for me?)

PRINCIPLE: If I can determine how favorable each of my 2 jobs is in meeting my values, then I will know which job comes closest to meeting all my values, so that I can determine which of the jobs is most favorable to me.

PERFORMANCE OBJECTIVE: 8.1 Given his Question & Answer Chart from P.O. 6.2, his Values Chart from P.O. 3.1 and assigned numbers, the learner will assign numbers to show how favorable each job is toward meeting each of his values.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Transparency Decision-Making Chart, Appendix, p. 51A.	1. Show students format for Career Decision-Making Chart by putting chart on overhead. Explain that the chart allows student to evaluate on what basis they are making their decision. Hand chart out to students.	
Value Chart	2. Fill in spaces for 1st and 2nd job choices. Have students copy jobs on their chart. Show Value Chart.	
	3. Copy two physical, two intellectual and two emotional values from Value Chart onto DM Chart. (One of the six values must have a weight of 10 and one should have a weight of 1.) Explain that more values could be listed, but our emphasis is on teaching them the process of making a decision, so that they can use the process later. Have students copy values onto their chart.	
	4. Copy weights from the Value Chart. Have students do the same.	
	5. Explain to the students that we are going to assign a number to show how well each job meets our value. We will take the first job and ask, "Does this job meet my value?" If the answer is yes, we put a 3 in the Number Box. If we are not sure we put a 2. If the answer is no, we put a 1. Put numbers in all the boxes and demonstrate asking the questions when relating the values to the job. It is critical that the students understand what the number means. Have the students do the same. Make sure they tell you why they assigned the sign they did.	

CHECK STEPS

Step 2 Could someone look at my chart and know which two jobs I'm exploring?

Step 3 Could someone look at my chart and see two P, two I, and two E values listed - one with a wt. of 10 and one with a wt. of 1?

Step 5 Could someone look at my chart and tell how favorable each job is to each value?

ADDITIONAL SUGGESTIONS OR INFORMATION:

[1] Refer to The Art of Problem Solving, by Robert R. Carkhuff, Human Resource Development Press.
[2] Possibly could extend lesson by other DM situations - e.g. what to do today, choice of a date, etc.
[3] Relate to immediate decisions made by students - class trip, TV programs, dates, etc.

GOAL: 8.0 (cont.)

PRINCIPLE:

PERFORMANCE 8.1 (cont.)
OBJECTIVE:

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Question & Answer Chart, Appendix, p. 43A.	6. Repeat on board for each value. Have students write with you. 7. Have students repeat process for their two jobs. In the summary, have students show their charts. Compare differences in students' values, weights, and assigned numbers. Talk about why they are different. Also, mention that assigning the assigned numbers as based on what information they have right now. After their internship they will know whether they were accurate or not.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

Elementary - The Story of Who, p. 22.

GOAL: 8.0 Evaluation of job based on personal occupational values.
(Which job is better for me?)

PRINCIPLE: If I can multiply my weighted value times my assigned number, then I can determine my total job scores, so that I can see which job is most favorable to me.

PERFORMANCE OBJECTIVE: 8.2 Given the information from P.O. 9.1, the learner will use multiplication to determine a number score for each job related value and determine a job (total) score for each of his job alternatives.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Career DM Chart	1. Put Career DM Chart from yesterday on board. Have students pull out their copy like yours. 2. Explain and show how to obtain a score for each cell. Multiply weight times the assigned number and put the product in the Score column. Have students do this with you as you do it for each weight. 3. Show how to add up the score box. Have students do it with you. 4. Discuss why one job score is greater than another. Have students complete their own charts. 5. In summary, have students show chart. Compare differences in job scores. Talk about what affects the differences in job scores. (High value weight - low number. High number - low value weight.)	

CHECK STEPS
Step 2 Is my score in each cell the product of my value weight times my assigned number?
Step 3 Do my two job scores equal the sum of my cell scores?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 8.0 Evaluation of job based on personal occupational values.
(Which job is better for me?)

PRINCIPLE: If I can figure my ideal job score, then I can compare both my job scores to it, so that I can determine which job comes closest to my ideal.

PERFORMANCE OBJECTIVE: 8.3 Given his weighted values and assigned number for optimum favorability, the learner will determine his ideal job score.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Example CDM Chart Student's CDM Chart	1. Put Career DM Chart from yesterday on board. Have students take their copy of yours out. 2. Explain and show how to figure ideal job score by writing 3's in each number box (meets all my values). Explain that the reason for figuring an ideal job score is to determine how close each of your two job scores come to meeting all your values. Have students do same. 3. Multiply each value weight times each number and put answer in Score Box. Have students do same. 4. Add scores to get total. Put in box marked Ideal Job Score. Have students do same. 5. Put each Job Score over Ideal Job Score and figure % (use calculator, if necessary). Have students do same. 6. Write a statement, "(Job) is a better job for me than (Job) because it comes closer to meeting all my values." Have students do their own CDM Chart. 7. Summary - Have students show how they arrived at their most favorable job score. Compare how close some students came. Discuss why some are far away.	

CHECK STEPS
Step 2 Do I have 3's in all my number boxes under Ideal Score?
Step 3 Are my score cells the product of my value weights times my assigned number?
Step 4 Does my ideal job score = the sum of all my cell scores?
Step 5 Did I divide my job score by my ideal job score?
Step 6 Did I make a statement about which job comes closest to meeting my values at this point in time?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Assigned Numbers

3 - Yes - the job meets my value
2 - I am not sure if the job meets my value
1 - No - the job does not meet my value

ALTERNATIVE CAREER DECISION-MAKING CHART

Name ____________________

Date ____________________

QUANTIFIED VALUES STATEMENTS	WEIGHT	1st Choice		2nd Choice		IDEAL SCORE	
		NUMBER	SCORE	NUMBER	SCORE	NUMBER	SCORE
		Job Score Total:		Job Score Total:		Job Score Total:	

_____ = _____ % Favorability Score

_____ = _____ % Favorability Score

_____ = _____ % Favorability Score

__(Job)__ is a better job for me than __(Job)__ because it comes closer to meeting all my values.

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ALTERNATIVE LESSON PLAN
FOR GOAL 10.0
P.O. 10.1

GOAL: 10.0 Re-evaluating personal values in relationship to the job requirements.
(Is this job as favorable as I thought it was?)

PRINCIPLE: If I write new assigned numbers, then I will know that my new information from my internship has affected my career decision, so that I can determine whether I'm closer to or further away from my ideal job score.

PERFORMANCE OBJECTIVE: 10.1 Given his Internship Question Chart from his internship, and a second Decision-Making Chart, the learner will write new assigned numbers to show how favorable his preferred job is based on his internship information.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Internship Question Chart Example 1st Decision-Making Chart Blank Decision-Making Charts 1st Student Career Decision-Making Chart Blank Student Career Decision-Making Charts 2	1. Have students take out Question & Answer Chart and Internship Question Chart. Compare. Describe any differences in information or in questions answered. Discuss the differences in using People and Things sources. Have students use both charts to refer to when completing the DM Chart. 2. Show example of Internship Question Chart on overhead after being completed on interview. Tell students that with new information about what the job requires of them, their assigned numbers will change. 3. Put blank Decision-Making Chart on overhead. Hand students a blank DM Chart for practice. 4. Fill in same values and weights from first Decision-Making Chart, but change assigned numbers based on answers from internship. 5. Complete the rest of the chart as in P.O. 8.1 and 8.2. Have the students do the same. 6. Show and tell students that a change in assigned numbers affects the job score. Also note that a change in weights affects the Ideal Job Score and thus the job favorability score. Complete a new job favorability score if necessary. Have students do same.	

CHECK STEPS

Step 3 Have I copied the same values and weights from my 1st Decision-Making Chart?
Have I changed any favorability signs based on new information?
Step 4 Have I completed the chart as in P.O. 8.1 and 8.2?
Step 6 Have I figured new favorability job score as in P.O. 8.3?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Relate to personal and class incidents where changes in information change one's decision.
The Story of Who, pp. 57-62.

GOAL: 10.0 (cont.)

PRINCIPLE:

PERFORMANCE 10.1 (cont.)
OBJECTIVE:

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
	7. Show students how to use new job score to figure new job favorability score as in P.O. 8.3. Have students do the same. 8. Show students how to compare 1st job favorability score with the new (2nd) job favorability score. Have students compare. If score is larger, they have moved closer to the job. If score is smaller, they have moved further away. 9. Show students how to write the statement: "My (old/new favorability score) is (higher/lower) than my (old/new favorability score). Thus my new job information has moved me (closer to/further from) my ideal job score. Have students copy your example on the back of the sheet. 10. Give students new Decision-Making Chart and have them follow your example in completing their own Decision-Making Chart re-evaluation. 11. Summary - Discuss how many had their job favorability score come closer to their ideal . . . further away? Why did this happen? What does this tell us? Might more information change it again? Emphasize that only the external information (job requirements) affect assigned numbers.	

CHECK STEPS Step 8 Did I make a statement as to whether or not I have moved closer to or further away based on my new information?
Did the weight of any of my personal values change after my interview?
Did I determine the percentage of my new job score to my ideal job score?

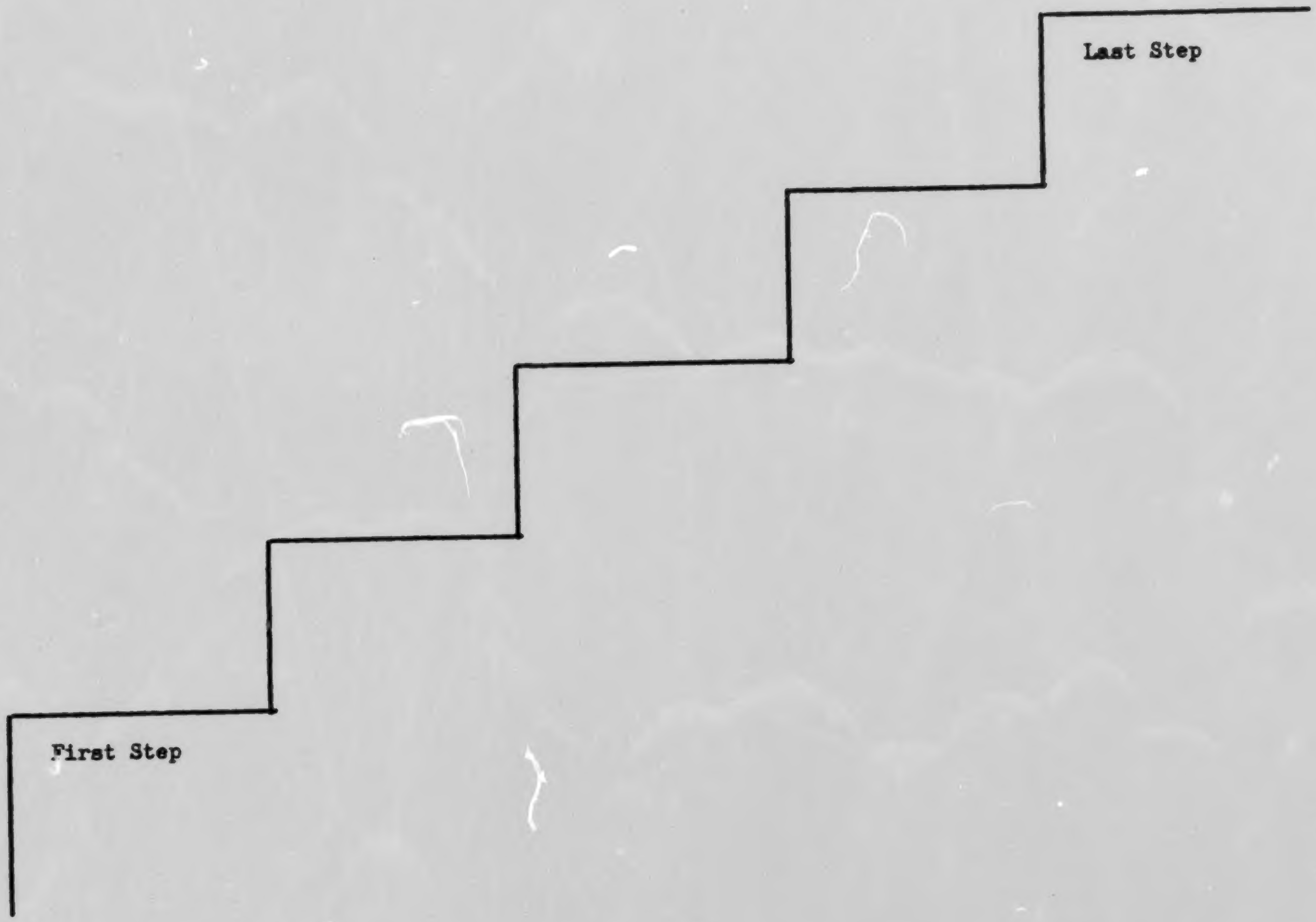
ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL 11.0

STUDENT PROGRAM STEP CHART

Name ______________________

Date ______________________


Last Step
First Step

MASTER LIST OF CAREERS

RELATED TO SUBJECT AREA

SELECTED CAREERS RELATED TO INDUSTRIAL EDUCATION

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above		Sales Engineer	Mechanical Engineer Electrical Engineer Aero Engineer Air-Conditioning Engineer Automotive Engineer Ceramic Engineer Civil Engineer Industrial Chemist
II H.S. plus Technical	Radio and TV Repairman	Contractor Building Tradesman	Electronic Assembler Technician Airplane Pilot Factory Foreman Boiler Inspector Radio Operator Die Designer Draftsman Auto-Deisel Mechanic
III H.S. Graduate		Telephone Inspector	Machinist Airplane Mechanic Blacksmith Boilermaker Bookbinder Bricklayer Cabinetmaker Carpenter Welder Photoengraver

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INDUSTRIAL EDUCATION (Con.)

Levels	Service	Business Clerical and Sales	Science and Technology
IV Less Than H.S. Graduate	Bus Driver Chauffeur Dray Man Truck Driver Custodian Building Cleaner Maintenance Man Gas Station Attendant	Multigraph Operator	Armature Winder Assembler Babbitter Blast Furnace Blower Brake Adjuster Leather Worker Airplane Cleaner Blaster Machine Operator

INDUSTRIAL EDUCATION (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above		Editor of Industrial Publications Reporter of Industrial Publications Teacher of Industrial Arts Writer of Industrial Publications	Architect Artist
II H.S. plus Technical		Vocational Instructor Printer	
III H.S. Graduate	Crane Operator Oil Well Driller Lineman Operating Engineer	Linotype Operator Compositor	Photographer
IV Less Than H.S. Graduate	Lumber Inspector Tractor Driver Stationary Engineer		Photo Technician

SELECTED CAREERS RELATED TO ENGLISH AND LANGUAGE ARTS

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Reading Specialist Speech Therapist	Advertising Manager Public Relations Sales Engineer Traffic Manager	Technical Writer
II H.S. plus Technical	Interpreter Translator	Retail Manager Salesman Sales Person Secretary	Cryptographer
III H.S. Graduate	Customs Inspector Immigration Inspector	Auctioneer Demonstrator Buyer Floorwalker Sales Clerk Foreign Exchange Clerk Stenographer	Telephone Operator Printer
IV Less Than H.S. Graduate	Hostess Usher		

ENGLISH AND LANGUAGE ARTS (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above	Sports Writer	Lawyer Editor Clergyman English and Language, Art Teacher Foreign Correspondent Tutor Journalist	Lecturer Author Continuity Writer Actor Dramatic Critic Scenario Writer Copywriter
II H.S. plus Technical		Radio Announcer Reporter Librarian Proofreader	Script Writer
III H.S. Graduate			
IV Less Than H.S. Graduate		Proofreader	

SELECTED CAREERS RELATED TO MATHEMATICS

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Corp. Statement Analyst Reorganization Advisor Tax Expert Marketing Expert Psychometrist	Investment Advisor Banker System Analyst Computer Programmer Econometrician Bursar Accountant Statistician Actuary	Astronomer Physicist Mathematician Engineer, Electrical, Etc. Researcher
II H.S. plus Technical	Tax Collector Airplane Inspector	Collection Manager Appraiser Auditor Bank Examiner Office Manager Sales Manager	Contractor Machine Designer Radio Operator Draftsman Tool Designer Optometrist Lab Assistant
III H.S. Graduate	Assessor Actuarial Assistant	Statistical Clerk Cashier Bookkeeper Ticket Agent Broker's Clerk Cost Clerk Budget Clerk Secretary to Accountant Teller Billing Clerk	Tool Maker
IV Less Than H.S. Graduate		Card Punch Operator Computing Machine Operator Sales Clerk	

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MATHEMATICS (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above	Navigator Civil Engineer	Economist Teacher, Mathematics Sociometrician	Architect
II H.S. Graduate	Surveyor		
III H.S. Graduate			
IV Less Than H.S. Graduate			

SELECTED CAREERS RELATED TO MUSIC

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above		Impresario Music Store Manager	
II H.S. plus Technical		Salesman, Music and Musical Instruments	
III H.S. Graduate		Sales Clerk, Music Store	Musical Instrument Repairman Organ Tuner Piano Repairman Piano Stringer Piano Tuner Violin Maker Violin Repairman
IV Less Than H.S. Graduate			

MUSIC (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above		College Music Teacher High School Music Teacher	Composer Chorus Master Conductor Choir Master Music Critic Concert Master Opera Singer Orchestrator
II H.S. plus Technical		Music Teacher, Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III H.S. Graduate			Instrument Musician Singer
IV Less Than H.S. Graduate			Stage Hand

SELECTED CAREERS RELATED TO FOREIGN LANGUAGES

Levels	Service	Business and Clerical and Sales	Science and Technology
I B.A. or above	Diplomat Curator Missionary Interpreter	Tour Conductor Commercial Atteche Branch Manager Airways Corp.	Translator of Technical Writings Physician Nurse Engineer Geologist Archeologist Architect
II H.S. plus Technical	Language Librarian Steward or Stewardess Receptionist	Dealer, Foreign Books Secretary, Bilingual Travel Bureau Manager Foreign Service Worker Fashion Buyer	Wireless Operator Researcher
III H.S. Graduate	Translator Customs Inspector Immigration Inspector Traveling Companion	Foreign Clerk Foreign Collection Clerk Exporter Importer	
IV Less Than H.S. Graduate	Hotel Worker	Hotel Clerk Armed Forces Merchant Marine Information Aide Courier	

FOREIGN LANGUAGES (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above		College Language Teacher Writer Foreign Language Paper Foreign Correspondent High School Language Teacher	Opera Singer Critic Actor Museum Curator
II H.S. plus Technical		Broadcaster	Art Collector Art Dealer
III H.S. Graduate	Policeman		Museum Guide
IV Less Than H.S. Graduate	Taxi Driver		

SELECTED CAREERS RELATED TO ART

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Histological Illustrator	Advertising Manager	Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer
II H.S. plus Technical		Art Appraiser Commercial Artist Floral Designer Jewelry Store Manager Art Dealer	Draftsman Die Designer Etcher, Hand Photoengraver Wood Engraver Architectural Modeler Delineator
III H.S. Graduate	Caterer Cake Decorator	Art Auctioneer Buyer of Art Goods Display Man	Bookbinder Glass Blower Jewelers Lithographers Sign Painter
IV Less Than H.S. Graduate	Wardrobe Mistress Art Gallery	Stone Carver Gift Wrapper	

ART (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above	Landscape Architect	Curator Art Editor Art Teacher	Creative Artist Painters Sculptors Designer - Stage Designer - Jewelry Ceramic Designer
II H.S. plus Technical		Art Librarian	Advertising Lay-Out Man Designers: Clothing Millinery Textile Interior Decorator Greeting Card Illustrator
III H.S. Graduate			Draper Illustrator Photographer Cartoonist Mannequin Colorer Hand Grainer
IV Less Than H.S. Graduate	Landscape Gardener		Animator Artist Show Card Writer Plaque Maker Craft Worker

SELECTED CAREERS RELATED TO AGRICULTURAL SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Vocational Agricultural Teacher County Agent	Agriculture Broker Appraiser (Farm) Home Demonstration Agent	Agricultural Engineer Soil Scientist Veterinarian Ecologist Horticulturist Plant Physiologist
II H.S. plus Technical		Feed Salesman Implement Dealer Realtor (Farm) Auctioneer	Plant Quarantine Inspector Farm Mechanic Artificial Inseminator
III H.S. Graduate			Butter Churner Butter Maker Cheese Maker Blacksmith Butter Grader
IV Less Than H.S. Graduate	Agricultural Aide	Grain Sampler Grain and Elevator Worker	Butcher Butter Cutter Meat Curer Egg Grader Greenhouse Worker Butter Wrapper

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AGRICULTURAL SCIENCE (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above	Agronomist County Agent Forester	University Teacher (Agriculture) Agricultural Journalist Landscape Architect Farm Broadcaster	
II H.S. plus Technical	Nurseryman Apiarist Floraculturist Dairy Tester		
III H.S. Graduate	Landscape Gardener Farmer: Dairy Fruit General Grain Livestock Vegetable Herdsman		Show Horse Exhibitor
IV Less Than H.S. Graduate	Dairy Hand Farm Laborer Fire Guard		Lead Pony Boy

SELECTED CAREERS RELATED TO HOME ECONOMICS

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Homemaker Consultant Dietitian	Home-Service Representative Journalist Food Service Manager Test Kitchen Researcher Extension Service Specialist Buyer	Dietitian Food Chemist Researcher
II H.S. plus Technical	Chef or Cook Caterer Clothing Alteration Specialist Child Care Assistant	Food Salesman Comparison Shopper	Meat and Dairy Inspector Baker
III H.S. Graduate	Hotel Housekeeper Beautician		Dressmaker Tailor Upholsterer Laboratory Assistant
IV Less Than H.S. Graduate	Alteration Seamstress Food Service Worker Nurse Maid Hotel Aide Homemaker Assistant Clothing Care Servicer Waitress Babysitter		Baker's Helper Meat Cutter Dry Cleaner Assistant Garment Factory Worker Laundry Worker

HOME ECONOMICS (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above		Homemaker Home Economics Teacher Home-Extension Agent Advertising Photographer Public Health Man	Fashion Designer TV Demonstrator Interior Designer Textile Designer
II H.S. plus Technical		Homemaker	Decorator Assistant
III H.S. Graduate		Homemaker Teacher Aide	Cake Decorator Display Assistant
IV Less Than H.S. Graduate		Homemaker	

SELECTED BUSINESS AND DISTRIBUTIVE CAREERS

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Employment Manager Personnel Manager	C.P.A. Broker Auditor Controller Credit Manager Officer Manager Sales Manager Market Specialist Accountant Banker	Telephone Engineer Data Processing Worker System Engineer
II H.S. plus Technical		Purchasing Agent Secretary Paymaster Bank Teller Salesman Department Store Buyer	Contractor-General Medical Records Librarian
III H.S. Graduate	Telegrapher Telegraph Agent Railroad Conductor Postal Worker Telephone Operator	Bookkeeper Cashier Stenographer Credit Clerk Sales Clerk Office Worker Station Agent Dispatcher Typist Billing Machine Operator Receptionist File Clerk	Tabulating Machine Operator Programmer

BUSINESS AND DISTRIBUTIVE (Con.)

Levels	Service	Business Clerical and Sales	Science and Technology
IV Less Than H.S. Graduate	Census Taker Rural Mail Carrier Elevator Operator	Stock Clerk Multigraph Operator Messenger Boys Collector Office Boy	

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BUSINESS AND DISTRIBUTIVE (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above		College Teacher Commercial High School Teacher Journalist	
II H.S. plus Technical		Law Clerk	
III H.S. Graduate			
IV Less Than H.S. Graduate		House to House Salesman	

SELECTED CAREERS RELATED TO SCIENCE

Levels	Service	Business Clerkcal and Sales	Science and Technology
I B.A. or above	Occupational Therapist Psychologist Psychiatrist Dietician	Sales Engineer Mfg. Electronic Equipment	Anthropologist Chemist Medical Technologist Astronautic Engineer Physicist Engineer Mathematician Physician Biologist Botanist Veterinarian Pharmacist Nurse Dentist Chiropractor
II H.S. plus Technical	Mortician	Pharmaceutical Salesman Medical Secretary Chemical Secretary Salesman, Scientific Supplies and Equipment	Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Weather Observer Practical Nurse Embalmer
III H.S. Graduate	Masseur		Taxidermist Glass Blower Dry Cleaner Textile Technician Lab. Technician

SCIENCE (Con.)

Levels	Service	Business Clerical and Sales	Science and Technology
IV Less Than H.S. Graduate			Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide

SCIENCE (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above	Agronomist Wildlife Specialist Range Management Specialist Horticulturist County Agent Landscape Architect	Curator Science Teacher Phy. Ed. Teacher	
II H.S. plus Technical	Floriculturist Nurseryman Tree Surgeon Fish Culturist Soil Conservationist		Botanical Artist
III H.S. Graduate	Landscape Gardener Poultryman Truck Gardener Apiarist		
IV Less Than H.S. Graduate	Lumber Inspector Nursery Employee		Animal Trainer Photographic Technician

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SELECTED CAREERS RELATED TO SOCIAL STUDIES

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	Social Worker Psychologist F.B.I. Agent Counselor YMCA Secretary Clergyman	Government Official Industrial Exectuive Economist Market Analyst Buyer Arbitrator	Archaeologist Paleontologist Anthropologist
II H.S. plus Technical	Police Sergeant Detective Sheriff Employment Interviewer	Union Official Bank Teller Salesman Wholesaler Retailer	
III H.S. Graduate	Policeman Religious Worker Bus Driver	Floor Walker Interviewer (poll) House Canvasser and Agent	
IV Less Than H.S. Graduate	Train Porter Taxi Driver Bellhop Elevator Operator Usher	Peddler Newspaper Boy	

SOCIAL STUDIES (Con.)

Levels	Outdoor	Education	Recreation
I B.A. or above		Judge Lawyer Philologist Editor Sociologist News Commentator Reporter Librarian	Museum Curator Historian (dramatic arts)
II H.S. plus Technical		Justice of the Peace Law Clerk Radio Announcer	Tour Conductor Travel Bureau Director Cartoonist
III H.S. Graduate		Library Assistant	Museum Guide
IV Less Than H.S. Graduate		Library Page Copy Boy	

SELECTED CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH
(For other health careers see Science Chart)

Levels	Service	Business Clerical and Sales	Science and Technology
I B.A. or above	School Nurse Camp Director Community Recreation Leader Health Education Leader Playground Director Athletic Trainer		Physical Therapist Researcher - Physiological Sanitary Engineer Recreation - Therapist Occupational Therapist Hospital Rehabilitation Worker
II H.S. plus Technical	Playground Worker	Sporting Goods Store: Manager Salesman	Golf Club Maker
III H.S. Graduate	Community Center Worker Athletic Manager Time Keeper Umpire Golf Course Ranger Lifeguard Masseur Referee Camp Counselor		
IV Less Than H.S. Graduate	Caddie Recreation Facility Attendant Swimming Pool Attendant Tennis Court Attendant Golf Club Attendant		

PHYSICAL EDUCATION AND HEALTH

Levels	Outdoor	Education	Recreation
I B.A. or above	Park Supervisor	Teacher, Phy. Ed. Sports Columnist Sports Editor Sports Announcer Sports Writer	College Athletic Coach High School Athletic Coach Sports Cartoonist
II H.S. plus Technical	Camp Instructor		Aerialist Choreographer Dancer Dancing Master Professional Athlete
III H.S. Graduate	Green's Keeper		
IV Less Than H.S. Graduate	Hunting and Fishing Guide		

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JUNIOR HIGH--Final Version

Student Name ______________________ Date ___ ______

School ____

Teacher _______________________________________

Class Hour ____________________________________

CAOS

83A

COMPUTER ASSISTED OCCUPATION SEARCH

Career Achievement Skills Program

Director - Judy Battenschlag　　　　Pontiac, Michigan

The following material is essentially derived from the works of Dr. John Holland. The majority of the material comes from Dr. Holland's Self Directed Search (SDS) instrument.

The SDS is copyrighted by Consulting Psychologist's Press, 577 College Ave., Palo Alto, California 94306.

This material is being tested as part of the Career Achievement Skills Training (CAST), a revised Research and Development Project in Vocational Education conducted under Part C of Public Law 90576; a supplementary allocation to the Michigan Department of Education, under OE Letter of Assurance #U-261041-L, subcontracted under Grant Award OEO-0-72-0749.

The purpose of modifying Dr. Holland's SDS instrument was to investigate the following questions:

1. Can the instrument be simplified to be useful for junior high and elementary school students?
2. Can the instrument be modified to facilitate computer scoring of student responses?
3. Can the instrument be modified to be consistent with the processes and objectives of the CAST programs?

This modification of Dr. Holland's instrument is solely intended for limited use as part of the reeearch and development of the CAST program. Anyone wishing to use this material in any way must receive written permission from:

Dr. John Black or
Dr. John Holland
577 College Avenue
Palo Alto, California
94306

ACTIVITIES

Darken the circle (●) under "L" (for LIKE) for those activities you have enjoyed doing or would like to do. Total the number of circles you have darkened.

L REALISTIC

○ Fix electrical things
○ Repair cars
○ Fix mechanical things
○ Build things with wood
○ Drive a truck or tractor
○ Use metalworking or machine tools
○ Work on a hot, rod motorcycle or bicycle
○ Build models
○ Cut out and sew a garment from a pattern
○ Take courses in cooking and sewing
○ Plant and care for a flower or vegetable garden

○ TOTAL NO. OF L's

L INVESTIGATIVE

○ Read science books or magazines
○ Work in a science laboratory
○ Work on a science project
○ Build rocket models
○ Work with a chemistry set
○ Solve math puzzles
○ Play chess
○ Work with chemicals
○ Take higher math courses
○ Study plants and animals
○ Read about special subjects on my own

○ TOTAL NO. OF L's

L ARTISTIC

○ Sketch, draw or paint
○ Attend plays
○ Design furniture or buildings
○ Play in a band, group or orchestra
○ Practice a musical instrument
○ Go to concerts or musicals
○ Read popular fiction books
○ Draw portraits
○ Read plays
○ Read or write poetry
○ Take Art courses

○ TOTAL NO. OF L's

L SOCIAL

○ Write letters to friends
○ Attend services at a church or temple (ex. - scouts, church youth groups, youth divisions of political parties, recreation leagues)
○ Help others with their personal problems
○ Take care of children
○ Go to parties
○ Dance
○ Read books about people and the way they act
○ Play team sports
○ Go to sports events
○ Make new friends

○ TOTAL NO. OF L's

L ENTERPRISING

○ Convince others to do what you want
○ Sell something
○ Discuss current events
○ Operate my own service or business
○ Attend a weekend meeting
○ Give talks
○ Serve as an officer of any group
○ Show others how to do or make something
○ Meet important people
○ Be a group leader
○ Help a friend running in a school election

○ TOTAL NO. OF L's

L CONVENTIONAL

○ Keep your desk and room neat
○ Type papers or letters for yourself or for others
○ Add, subtract, multiply and divide numbers in business
○ Operate office machines of any kind
○ Keep detailed records of expenses
○ Take a Typing course
○ Work in the office
○ Take a Business Math course
○ Assist the teacher with correcting papers
○ Put letters, reports, records in order
○ Write business letters

○ TOTAL NO. OF L's

COMPETENCIES

Darken the circle (●) under "Y" (for Yes) for those activities you can do well. Total the number of circles you have darkened.

Y REALISTIC

O I have used wood shop power tools such as a power saw and lathe
O I can adjust engine parts
O I have operated metal shop power tools such as a drill press or grinder
O I can refinish furniture or woodwork
O I can cook a meal using recipes
O I can cut out a dress using a pattern
O I can grow flowers and/or vegetables
O I can plan and shop for a week's meals
O I can make simple electrical repairs
O I can repair children's toys

○ TOTAL NO. OF Y's

Y INVESTIGATIVE

O I can name three foods that are high in protein content
O I understand how electromagnet works
O I understand photosynthesis
O I can use multiplication tables
O I can use a ruler to measure
O I can locate a street using a map
O I can identify some constellations of the stars
O I can describe the job of the white blood cells
O I understand the use of cross references in a dictionary or encyclopedia
O I use the telephone directory to locate people and services

○ TOTAL NO. OF Y's

Y ARTISTIC

O I can play a musical instrument
O I can sing in a choir
O I can perform as a musical soloist
O I can act in a play
O I can do a painting or sculpture
O I can do modern or ballet dancing
O I can sketch people so that they can be recognized
O I can make pottery
O I can design clothing, posters, or furniture
O I write stories or poetry well

○ TOTAL NO. OF Y's

Y SOCIAL

O I am good at explaining things to others
O I have helped earn money for charity or a walkathon
O I cooperate and work well with others
O I can be a good host (hostess)
O I can teach children easily
O I can plan entertainment for a party
O I am good at helping people who are upset or troubled
O I have worked as a volunteer aide in a hospital, clinic, or home
O I am a good judge of people
O I can plan school or church social affairs

○ TOTAL NO. OF Y's

Y ENTERPRISING

O I have been elected to an office in school
O I can help others do or make something
O I am good at getting people to do things my way
O I know how to set a goal and plan a course of action to reach it
O I know how to get help when I can't do a job by myself
O I have acted as a spokesman for some group in presenting suggestions or complaints to a person in authority
O I won an award for work as a salesman or leader
O I have started a club, group, or gang
O I can figure out different ways of getting a job done
O I know how to be a successful leader

○ TOTAL NO. OF Y's

Y CONVENTIONAL

O I can organize the tools and materials in a school or home shop
O I can predict and plan most of my income and expenses for the next month
O I can alphabetize and shelve books in a library
O I can put letters or reports in order
O I have held an office job
O I can organize my room
O I can do a lot of paper work in a short time
O I can use an adding machine
O I have been treasurer of a group
O I can keep records of my expenses

○ TOTAL NO. OF Y's

86A

OCCUPATIONS

This is an inventory of your feelings and attitudes about many kinds of work. Show the occupations that interest or appeal to you by darkening the circle (●) under the "Y" for Yes.

Y REALISTIC

○ Airplane Mechanic
○ Fish and Wildlife Specialist
○ Green House Operator
○ Medical Lab Technician
○ Construction Inspector
○ Radio Operator
○ Filling Station Attendant
○ Tool Designer
○ Sewing Instructor
○ Electrician

○ TOTAL NO. OF Y's

Y INVESTIGATIVE

○ Biologist - Studies the human body
○ Census Taker
○ Anthropologist - Studies earth's history of men
○ Zoologist - Works with animals
○ Chemist - Works with chemicals
○ Market researcher - Studies people's opinions
○ Writer of Scientific Articles
○ Investigator of fire or auto insurance claims
○ Geologist - Works with rocks and minerals
○ Botanist - Works with plants

○ TOTAL NO. OF Y's

Y ARTISTIC

○ Poet
○ Musician
○ Author of Books
○ Commercial Artist
○ Newspaper Art, Music or Drama Critic
○ Art Gallery Owner
○ Singer
○ Composer
○ Writer of Plays
○ Theatre Stage Manager

○ TOTAL NO. OF Y's

Y SOCIAL

○ Religious Worker
○ High School Teacher
○ Nurse
○ Speech Therapist
○ Physical Education Teacher
○ Playground Director
○ Psychologist
○ Social Science Teacher
○ Asst. City School Superintendent
○ Counselor

○ TOTAL NO. OF Y's

Y ENTERPRISING

○ Advertising Agent
○ Store Owner
○ Television Producer
○ Hotel Manager
○ Business Executive
○ Restaurant Worker
○ Master of Ceremonies
○ Salesman
○ Announcer
○ Political Campaign Manager

○ TOTAL NO. OF Y's

Y CONVENTIONAL

○ Librarian
○ Treasurer
○ Traffic Manager
○ Mathematician
○ Court Secretary
○ Bank Teller
○ Tax Expert
○ Computer Operator
○ Payroll Clerk
○ Bank President

○ TOTAL NO. OF Y's

87A

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Darken the circle next to the occupational area in which you are most interested.

- ○ Science
- ○ Outdoor
- ○ Recreation
- ○ Education
- ○ Business (Detail)
- ○ Technology
- ○ Business (Contact)
- ○ Service

Darken the circle next to the highest educational level you plan to attend.

- ○ Less than High School
- ○ High School Diploma
- ○ High School plus some training (Junior College, Trade School)
- ○ College Degree (four years)
- ○ More than four years of College

88A

SELF-ESTIMATES

Rate yourself on each of the following traits as you see yourself when compared with other persons your own age. Give the most accurate estimate of how you see yourself. Circle the appropriate number and try not to rate yourself the same in each ability.

	MECHANICAL ABILITY	SCIENTIFIC ABILITY	ARTISTIC ABILITY	TEACHING ABILITY	SALES ABILITY	CLERICAL ABILITY
HIGH	5	5	5	5	5	5
	4	4	4	4	4	4
AVERAGE	3	3	3	3	3	3
	2	2	2	2	2	2
LOW	1	1	1	1	1	1
	0	0	0	0	0	0

	MANUAL ABILITY	MATH ABILITY	MUSICAL ABILITY	FRIENDLINESS	MANAGERIAL ABILITY	OFFICE ABILITY
HIGH	5	5	5	5	5	5
	4	4	4	4	4	4
AVERAGE	3	3	3	3	3	3
	2	2	2	2	2	2
LOW	1	1	1	1	1	1
	0	0	0	0	0	0

PARENT

PROGRAMS

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Dear Parents:

For approximately one hour a week, beginning first semester, my class has been selected to participate in a special career program called CAST (Career Achievement Skills Training). The purpose of the program is to help my students learn how to explore their interests and the many jobs which relate to their interests.

After exploring several jobs which they would like to learn more about, they will decide on one and spend a short period of time, if possible, working with, or observing a person working at that job. We are calling this experience an interview-internship. These experiences will provide the class a wealth of first-hand information about workers, the work they perform, and how their work does, or does not, relate to the things in which my students are interested.

The students are not being asked or encouraged to make a decision about a future job, but simply are being taught:

1) skills to use in exploring their interests and abilities
2) skills to use in expanding and narrowing the many jobs which could meet their needs and interests
3) skills to use in preparing for their future career

I feel it is important for students to learn how to make decisions so that the choices they make in life will be ones based on accurate knowledge of themselves and the situation at hand. It is my hope that through these activities, my students will learn how to make better decisions so that they can direct and control their own lives.

Because I know you are concerned about your child's future, I will be contacting you at a later date, concerning ways in which you might participate in the program. If you have any questions, please feel free to contact me.

Sincerely,

PARENT INVOLVEMENT PROGRAM

How Can We Involve Parents Before We Begin the CAST Program

1. Letters mailed to parents - early in school year

   A.. Explanation of course - Where we are, Where we are going, How we will get there
   B. Method of evaluation and what we will evaluate. (Awareness of Evaluation Survey for Parents at end of course.)
   C. Needs of the CAST Program Re: parents
   D. Request parents to visit school during CAST presentation - be specific about time and day(s) of week course is being taught
   E. Suggestions of home visit - Ask, would you like a home visit? Is a home visit convenient for you? When?
   F. Inclusion of checklist (tear off and return), specifying ways parent can volunteer help for CAST Program.
   Examples: (Be specific and to the point concerning needs)
   _______Driver on field trips or internships
   _______Role model - speak to class about your job
   _______Career Committee member to assist the teacher in planning and completing projects for CAST
   _______Contact person for a student internship
   _______My home available for a neighborhood Coffee Klatch to meet with teacher and small group of parents
   _______Home visit by teacher and/or counselor
   _______Day of week I will be available to assist class at school M T W Th F (circle one)

2. Career Orientation Meetings - (One in evening, and one during day)

   A. Presentation of Overview of skills to be learned in CAST course
   B. Discussion of desired outcomes - internships and group visitations to places of work
   C. Interpretation of needs of CAST Program
   D. Survey of parents to determine if they would like training in:
      (1) Interpersonal Skills
      (2) Decision-making Skills
      (3) Program Development Skills
   E. Input of parents regarding Career Education and their expertise
   F. Signing to host Coffee Klatch in home
   G. Taping meeting for follow-up letter of needs and resources available.

BEFORE (cont.)

3. Coffee Klatches

   A. Small group meetings during the day or evening in homes with CAST teacher and counselor as co-chairpersons
   B. Agenda would be the same as for Orientation Meeting at school
   C. Purpose is to reach other parents who did not attend the first meeting

4. Home Visits

   A. Purpose is to better understand background of each student
   B. Visiting in homes should be started early in year to enable teacher to get acquainted with parents before end of 1st semester
   C. Appointment - contact parent as to time and day of visit
   D. Caution - only visit in homes of parents who have checked the item that they would like a visit by the teacher and/or counselor.
   E. Goal - have a specific purpose for home visit - To discuss Johnnie's performance in CAST

5. School-Wide Occupational Survey

   A. Purpose is to compile a list of role models and contact persons in your own school area for interviews and/or internships
   B. Parent Committee - to organize survey and complete the Occupational File with the teacher and counselor
   C. Computer Bank of Community Jobs - local feedback of people and their job in the school community

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How Do We Involve Parents During the Teaching of the CAST Program

1. Parent Job Survey

    A. Student interviews parent or both parents asking, "What do you do on the job?" (Using the 5 W's for questions) Interview could be taped.
    or B. Student writes a Job Description of his parent's jobs, takes the summary home to discuss with his parents, rewrites the descriptions and returns the report to teacher.
    ----This is what your child thinks you do on your job. Is this a good description?
    C. Purpose is to build parent awareness and to help student begin talking with parent about jobs.

2. CAST Committee - 5 to 10 volunteer parents with teacher and counselor

    A. Planning of field trips
    B. Recruiting drivers and contacting people
    C. Contacting role models
    D. Provided input as to how parents feel about CAST Program while it is being taught

3. Parent Training Program - SKILLS WORKSHOP

    A. Purpose is to give parents a knowledge of the skills being taught in the CAST Program - 3 week, one 2 to 3 hour session per night
    B. Skills - Interpersonal Skills, Decision-Making Skills, and Program Development Skills
    C. Counselor and teacher team teach workshop

4. Visitation of Classroom - during CAST presentation

    A. Invitation sent home to encourage parents to drop in and see CAST in action
    B. Purpose is to provide first-hand observation for a better and clearer understanding of goals of CAST program
    C. Parent visitors act as interpreters of the CAST Program to the community

DURING (cont.)

5. Parents as Resource People

   A. Role models - a natural resource for presenting job requirements to groups of students in school
   B. Drivers and adult supervisors on field trips and/or internships
   C. Contact person in a place of business for the internship
   D. Group leader for a special Interest Area Activity or after school club

6. Student Programs Tested by Parents - "Parents as our Tester"

   A. Printed book of students' programs sent home for parents to follow and report results to teacher.

How Can We Continue To Involve Parents After the CAST Program is Completed

1. Student Skills Checklist

    A. Report of skills in quantitative form showing each student's progress - only individual child sent home
    B. Parent discusses report with child, signs report and returns it to the teacher

2. Parent Conference

    A. Parent and Teacher meet to discuss individual child's values, desired educational level, and any important outcomes of CAST program
    B. Teacher shares the student's individual folder or notebook with parent so parent can observe child's progress

3. Parent Evaluation Survey

    A. Sampling of parents' involvement and feelings about CAST class
    B. Inclusion of any parent who in any way cooperated with the CAST Program
    C. Follow-up for research on recommended improvements---strengths and weaknesses of CAST class
    D. Reminder to use lower reading level - 6th grade or below, when writing evaluation survey

SUGGEST METHODS FOR COMMUNICATING WITH PARENTS ABOUT CAST PROGRAM

1. Make telephone calls.
2. Make home visits.
3. Send home weekly/monthly newsletters.
4. Send invitation to attend open house or tea (one classroom).
5. Send home weekly progress sheet.
6. Invite parents to see exhibit.
7. Invite parents to see presentation by students.
8. Teacher send letters to parents explaining progress, activities.
9. Pay a home visit.
10. Send personal note of positive reinforcement.
11. Send personal letter.
12. Parent conference.
13. Have suitcase containing material pertaining to subject area or general education, that can be taken home by student to share with parents.
14. Have weekly/monthly sessions with small groups of parents.
15. Invite parents to come and visit room anytime.
16. Have early morning breakfast for fathers.
17. Have school orientation.
18. Have students take home self-evaluation on regular basis.
19. Parent-teacher-child conference.

Others:

20.
21.
22.
23.
24.
25.

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SUGGESTED METHODS FOR INVOLVING PARENTS IN CAST PROGRAM

1. Use parents as role models.
2. Have parents drive on field trips.
3. Use parent volunteers for:
    a. Tutoring individuals or small groups.
    b. Help with activities program:
        1) International Program
        2) Talent show
        3) Bake sale
        4) Interest groups
        5) Plays
        6) Career Day
        7) Reading or Library Corner
4. Have parents make internship/role model contacts.
5. Involve them in homework assignments.
6. Have parents fill out questionnaires about job.
7. Have parents share a hobby or talent with class.
8. Parents can help students:
    a. Review for internship
    b. Summarize internship
    c. Make phone calls
9. Set parent committee.
10. Have math workshops or other training sessions where parents and children could learn to use materials together.
11. Hold parent-education classes:
    a. Child development
    b. Teaching child math, reading
    c. Interpersonal skills and your child
12. Give Senior Citizens free passes to all school events in his neighborhood.

Others:

13.

14.

15.

CAST PROGRAMS FOR PARENT INVOLVEMENT

(Developed by CAST Participants)

I. Name of Method: Parents Co-sponsoring of Student Activities

Goal: To involve parents in extra-curricular activities.

Principle: If the parents are involved in extra-curricular activities, then they will have a better understanding of school-type relationships, so that they can encourage others to become active and share their skills.

Steps to Reach Goal:

1. Survey student interests.
2. Inform parents of need for their help based on the student survey. (Think Step: Have I made the results of the survey clear to the parents?)
3. Provide means for their feedback. (Think Step: Have I made it clear that we really need the parent's help?)
4. Meet with interested parents. (Think Step: Have I made it convenient for the parents to come?)
5. Organize the extra-curricular activities. (Think Step: Do the parents understand their roles?)

II. Name of Method: Home Visits

Goal: To increase parent involvement in the educational process by making a successful home visit.

Principle: If I can conduct a successful home visit, then the parents will become more involved in their student's educational process, so that they can contribute to student growth.

Steps to Reach Goal:

1. Identify goal or goals of visit. (Think Step: Do I know how to judge my success or failure?)
2. Identify students whose homes you will visit. (Think Step: Are these students with whom I need parental assistance?)
3. Contact parents of homes you will visit for an appointment. (Think Step: Do I have a program for what I will say on the phone?)
4. Gather materials necessary. (Think Step: Do I have information to take to the parent?)
5. Make home visit. (Think Step: Do I have correct address and know where the street is?)
6. Record information about the visit. (Think Step: Do I have a checklist to record results of my visit?)

III. Name of Method: Student or Classroom Demonstration

Goal: To invite parents to observe student presentation of current classroom project.

Principle: If parents come to observe their children, then they will become more aware of skills being taught, so that they will support the learning process.

Steps to Reach Goal:

1. Have students write invitations - include list of needs. (Think Step: Provide student with facts.)
2. Have students take invitation home. (Think Step: Check with students.)
3. Have students return perforated bottom with R.S.V.P. (Think Step: Did you get it back?)
4. Provide seating for parents. (Think Step: Count parents without seats.)
5. Provide programs. (Think Step: Are all activities and student names included?)

IV. Name of Method: Homework Assignments

Goal: To increase parent involvement and awareness of the CAST Program.

Principle: If I can successfully involve the parents in a homework assignment, then the parents will become more **actively** interested in their student's progress so that they can reinforce the CAST Program at home.

Steps to Reach Goal:

1. Have students write letter to parents. (Think step: Inform parents of CAST Program)
2. Have students make a list of job questions to ask their parents at home. (Think Step: Do students have job questions?)
3. Have students take letter and questions home to ask their parents. (Think Step: Do students understand assignment?)
4. Have students return their questionnaires to school. (Think Step: Check with students.)
5. Summarize students' results. (Think Step: Did students make successful interview?)

V. Name Of Method: Telephone Calls

Goals: To encourage parent involvement in the CAST Program.

Principle: If I can successfully involve the parents in the CAST Program, then they will become more interested in their students' progress, so that they can reinforce the CAST Program at home.

Steps to Reach Goal:

1. Make list of students' phone numbers. (Think Step: Do I have class list of phone numbers?)
2. Make list of students' chosen jobs from CAST. (Think Step: Do I know where students are now?)
3. Contact parents over the telephone. (Think step: Do I know what to say to parents?)
4. Survey parent interests to serve as role models or to drive on field trips. (Think Step: What did I accomplish?)
5. Evaluate parent response to telephone calls. (Think Step: What calls were positive or negative?)

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COUNSELOR

PROGRAMS

Suggestions for Counselor Role in CAST Program

1. Counselor should deliver CAST as a mini-, or separate class

2. Counselor as resource person should
   a. Organize field trips
   b. Arrange speakers
   c. Set up internships

3. Counselor could assist teacher in classroom
   a. Teach decision making chart
   b. Teach students use of resources (example: DOT)
   c. Individual or small group conferences with students to help in self-assessment, program development
   d. Teacher-Counselor Planning Sessions - bounce off ideas
   e. Follow-up interview with students - give feedback to teachers
   f. Observe in classrooms - but give complete feedback and suggestions to teachers, as soon as possible, so that teachers know what to do.

The Counselor as an Additive Agent in the CAST Program

Goal: Involve the CAST students in extra-curricular activities, such as clubs, hobbies, service groups or recreational programs, which would enrich their experiences in their most preferred interest areas.

P. O. Given a list of the eight (8) Interest Area Activities and their sponsors, the learner would choose the extra-curricular activity in one of his highest interest areas.

1 -- During the first month of school, the counselor would contact different people (parents, teachers, community workers, college or high school students), who would be willing to organize and sponsor after school and/or evening groups in one of the following Interest Areas.
   (1) -- Service-
   (2) -- Education-Tutoring
   (3) -- Recreation-
   (4) -- Business Contact-Sales; Fund Raising, popcorn
   (5) -- Business Detail-Math Club, Jr. Achievement Idea
   (6) -- Science
   (7) -- Outdoors-Ecology-Beautification
   (8) -- Technology-Mass production: wood, metal, arts, drafting
2 -- With sponsor decide on day of week, time and place of meeting.
3 -- Inform building principal of plan and get approval.
4 -- Send letter to parents of CAST students explaining the purpose of the Interest Area Groups and important information about each group.
5 -- Announce to the students where they may sign up if interested.

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The Counselor as an Additive Agent in the CAST Program (cont.)

6 -- Circulate sign-up sheets so all CAST students have ample opportunity to join.

7 -- Give list of students to Interest Area Group sponsor.

8 -- Attend first organizational meeting of any group to assess strengths and weaknesses of the group.

9 -- Keep in close contact with the students and sponsors of groups to receive feedback of their feelings, and progress of the group.

10 -- Assist the sponsor in arranging any field trips or out-of-school experiences.

11 -- Assist in bringing in role models to broaden the students contact with community workers.

12 -- Devise a simple evaluation survey for students and sponsors to report outcomes at the end of the year.

COUNSELOR FEEDBACK RELATING TO GOAL 4.0 - P. O. 4.5

GOAL: To help students assess themselves by relating personal values and desired educational level with present performance and level of achievement. To help students see any discrepancy between their desires and their performance. To develop a program of action.

MATERIALS: Current Report Card, Personal Record, Attendance Date, Available Test Scores, Student's Physical, Intellectual, and Emotional Values written on an Individual Assessment Chart, Student's present Educational Aspiration Card.

STUDENT ASSESSMENT CHART - TAKING A CLOSER LOOK AT MYSELF

Name________________________Grade__________Age____________.

My desired future educational level:____________________________

Physical Occupational Values:

1.
2.
3.

Height__________Weight__________Physical Education Grade - 7th____________

Do I have a daily physical program outside of school? Yes________No__________
How much time do I spend each day in getting physical exercise?____________
Do I have any known physical handicaps?________________________

Intellectual Occupational Values:

1.
2.
3.

My reading level is__________ How much reading do I do outside of school each day?
____

How many books have I read in the last 6 months?____________________
What type of books do I like to read?____________________________
What are my present grades? English________, Math________, Science________,
Social Studies________.
What subjects do I enjoy the most?____________________________
Do I like to study? Yes________No__________
Do I do my homework assignments? Yes__________ No____________

Emotional Occupational Values:

1.

2.

3.

What kind of citizen am I? No of 1's________ No. of 2's_________ No. of 3's__________No. of 4's____________ No. of 5's___________

What are my main problems in my classes?____

____

How many days have I been absent this year?____

What was my percentage of absence last year?____
(On Personal Record)

How many times have I been tardy to school this year?____

Do I like or dislike going to school?____

Outside of School Activities

What things do I do after school?____

____

Tell how much time you spend each day on any of the following activities.

Babysitting___________________________
Doing my paper route__________________
Watching television___________________
Listening to records__________________
Doing household chores________________
Reading_______________________________
Playing some kind of sport____________
Riding my bike____________________
Visiting my friends_______________
Making telephone calls____________
Studying__________________________
Working at my job_________________
Loafing with my friends___________

CONCLUSION:

Ask yourself the following **statements**: Then answer Yes or No.

After doing this assessment of myself I feel that my Occupational Values are right for me. Yes___ No___

After taking a look at my study habits and performance in school, I feel that I have chosen the right desired Educational Level for me. Yes___ No___

I realize that I am going to have to work harder to attain the Educational Level I desire. Yes___ No___

I heed to work out a Physical, Intellectual or Emotional Program with my counselor. Yes___ No___

Use Of CAST Skills in Social Studies

Which skills are transferable and what units can be taught using these skills?

SKILL	
Exploring -	Map Legend and Countries
	Geography
Expanding -	Urban Problems
	Advantages of City Living
	Drug Problems
	Types of Crimes
Narrowing -	Classifying and categorizing of Crimes, Drugs, etc.
Decision-Making -	Values clarification
	Role-playing situations
	Problem given with several alternatives
	Evaluating historical events to determine if course of course of action was best decision
	Determining which project is best for individual student on given topic
Program Development -	Teacher's daily lesson plan - showing goal and steps for the day on board.
	Step-by-step plan to stop drug or alcohol problem (any problem)

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INTERNSHIP PROGRAM

Description

The internship experience is the heart of the CAST program. CAST students spent an hour or more with a person working in the job which the students had selected using the decision-making process they had learned. Small and large groups of students exploring the same job would observe the work setting and then, interview the employee by asking questions about what was required of him/her on the job (see junior high lesson plan for questions). With this information, the students would re-evaluate their decision to determine if the job was more or less favorable to them based on the new information acquired from their "people source". (Students in CAST learned to gather information for their decision from people and thing sources - the internship was the main people source.)

As mentioned above, the size of the group varied with internships. Some internships involved two or three students and others as many as 20. The larger groups were interested in exploring the jobs of secretary, lawyer, forest ranger, stewardess, nurse, doctor, engineer, police person, teacher and sports. The smaller groups explored archeologist, accountant, writer, astronaut and actress. (See Appendix 119A in lesson plan book for a complete listing of internships.)

Coordination

An internship aide was hired to coordinate the internship arrangements between three schools. This was a total of eight classes and some 200 students. She worked approximately 15 hours per week for five weeks. Her major responsibilities included:

1) scheduling internships,
2) finding internship contacts,
3) securing internship placements,
4) arranging transportation,
5) utilizing support people,

These areas will be discussed below:

Scheduling Internships

Internships were scheduled at the convenience of the 30 participating employers. Thus, the students would be scheduled for an internship anytime during the school day or on the weekend, if necessary. Because the students were being taken out of class, the internships were kept to an hour. The entire internship program itself was scheduled over a three to four week period, beginning the first part of April.

Finding Internship Contacts

Many groups of people were used as sources for internship contacts. Parents, trainers, friends and teachers were used to generate names of people to contact for Internship Placements. These names were kept in an Internship Contact File. This file was begun last year for the internship program and served as a good source of names. (See example in lesson plan book, Appendix, 119A.)

Securing Internship Placements

Local people were utilized as internship placements for the students' selected jobs. Occasionally students would have to go out of town, but this was kept to a minimum because 1) local involvement of business and industry personnel in the career program was encouraged and 2) transportation costs were to be minimal.

Employers were first contacted by phone and explained the purpose of the CAST program and their role in the internship phase. Then a date and time was set up for the internship. They were sent a list of student questions which they were required to answer when the students arrived. After the internship, the employers were sent a thank you letter and a postal card on which to write their responses concerning the internship.

Arranging Transportation

Finding adequate transportation was difficult. School buses could not be used, so parents, teachers and counselors drove where possible. In addition, some project money was spent to rent a mini-bus which transported fifteen students at one time.

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Utilizing Support People

While the internship aide prepared the employers for the students, the teachers prepared the students for the employers. Teachers had students prepare questions to ask and then, had the students practice their interview programs. In addition, the students developed internship readiness programs which included sending a letter to their parents explaining the internship, getting permission from their parents, as well as clearing their absence with other teachers. (See Appendix 119A for copies of the forms.) Following the internship, the students evaluated them as to whether or not they would recommend the placement for the following year.

Teachers were notified prior to the internship as to what students would be going on their internships, on what day and at what time. If a driver or adult supervisor (an adult who would accompany the students on their internship) was needed, the teacher would be asked for suggestions. (If at all possible, the teachers would go with their students.) The internship aide would check with the teachers following the internship to assess how valuable the students had found the experience.

Counselors (trainers) were utilized as a liason between the teacher and the internship aide. They assisted with transportation and internship placement needs. They were also informed as to what and when students were going on internships, so that they could help supervise the arrangements.

Outcomes and Recommendations

The following paragraph will address the major outcomes of the internship program and will include recommendations for planning future internships.

Internship Coordination

Although having a part-time aide arrange internships saved the teacher time, it did create communication and coordination problems within and between schools. Many teachers felt they did not have the time to coordinate the internships. Others felt, if given time, they were in a better position to arrange internships around their own schedules and for their own students. This would give them a greater responsibility for the success of the internship if their time was invested in coordinating the internship program. Working through a second party, they felt, caused them to lose some of their close involvement with the internship program. It also complicated the communication of information to all the people affected by the internship program. Thus, the following alternatives were suggested for internship coordination.

1. Each teacher coordinates own internships. Time must be given to make contacts, placements and secure transportation. For example, substitutes could be used to release the teacher to plan internships.
2. All teachers within one school who are involved in the CAST program could coordinate their internship efforts, share contacts, placements, buses, etc.
3. An internship aide within each building could arrange all internships and in addition, an overall coordinator could be hired who had public relations, community and CAST background.
4. School counselors could secure internships.
5. Students could find their own internships.

In general, it was felt that teachers should be involved, to some degree, in coordinating the internships because of the importance of the program in enhancing teacher-community relationships. It allowed community personnel and teachers to communicate about the educational needs of students. It offered both teachers and community personnel an opportunity to work together in a very concrete way. It gave both parties a chance to see the role the other played and could play in helping young people plan their career.

Finally, it allowed students the opportunity to learn how to use community resources as a rich source of learning about themselves and others.

Scheduling Internships

It was difficult scheduling all internships in a three to four week block. There would be more opportunities for including different kinds of internships if the coordinator could offer the employer a wider range of alternative dates. Also, if the employer contacts were made early in the year for those jobs in which most students wanted internships, then there would not be the rush to set them all up at once. If the internships were staggered over a two-month period, then this would be less disruptive for the teachers whose classes they would be missing.

Finding Internship Contacts

Finding internship contacts was not difficult for the internship aide. The following steps, which she followed in identifying names and arranging the internships, are also recommended for the classroom teacher.

1. Send a letter to parents asking for names of potential internship contacts.
2. Contact personal friends and have them ask their friends.
3. Ask other teachers to contact their friends for names.
4. Use local or county Career Speaker Resource File. (The CAST Internship File from last year's internship placement was a valuable resource--each school could have their own file which could be added to each time an internship placement was made.)

A major recommendation concerned using the computer to file all the names of people willing to give their time for internships. This would include all the past internship contacts. The computer would allow immediate retrieval of their names, addresses and frequency of use of possible internships. This information must be easily updated and should provide some form of evaluation by the student as to the appropriativeness of the internship.

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Securing Internship Placements

More lead time was necessary for internship placements. It was recommended that as soon as the students have selected their two jobs, the internship contacts should be made. A two-month block of time should be

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allowed for these placements. It was also recommended that employers be better prepared for their intern student. The following are recommended steps to improve the internships.

1. Contact employer and explain the CAST program and reason for the internship.
2. Explain what he/she can expect from students as well as what students can expect from him/her. Also, find out any special instructions needed for internship.
3. Arrange time and date for internship.
4. Send him/her a letter explaining what questions the students will be asking as well as reminding him of what he/she has promised to do for the students. Include the list of students, the name of the adult supervisor, the date and time of the internship. (If this arrangement is being made far in advance, a reminder should be sent to the employer a little before the internship.)
5. Visit employer personally before the internship, if possible. This would allow the teacher to explain step-by-step what the employer would have to do for the internship as well as answer any of his/her questions. This visit would be particularly helpful in briefing the employer on how he might deal with different age levels.

Arranging Transportation

Locating transportation was the most difficult part of the internship program this year. Several strategies were recommended. One recommendation was that if school buses were not available, all possible parent drivers should be contacted early in the school year, so that a driver pool could be formed. Then when drivers would be needed, there would be a list from which to work. If large numbers of classes were involved, two or three full-time drivers might be hired to shuttle students to and from internships. It was also recommended that counselors, principals and community workers be used to transport students.

Utilizing Support People

The participants felt that the students were well prepared. The only suggestions were that the students write out their questions beforehand, so that they would be assured of getting all of their questions answered. The participants strongly felt that after the internships the students should objectively evaluate the experience as to its appropriateness for future internships. This might eliminate those people who believe that a "quick trip around the place" was the goal of an internship.

The counselor's role was seen as a coordinator, chaffeur and, by some, as the deliverer of the program either in its entirety or at least those parts dealing with internships and decision making.

General Suggestions

Internship Alternatives

Because of internship transportation problems and students lacking interview experience, it was strongly recommended that a series of graduated internship experiences be established. This would help keep the transportation needs to a minimum and would insure that students would not be sent out on an internship until they were ready to handle the experience. Such a plan might look like the following, which includes a series of steps starting with the least difficult and ending with the most difficult.

10 Internship - alone for minimum of one hour at employer's place of business
9 Internship - group (3-6) for minimum of one hour at employer's place of business
8 Interview role model in class - alone
7 Interview role model in class - part of panel or in group
6 Ask questions as part of group on field trip
5 Observe and write down questions to ask while on field trip
4 Interview school person in class - alone
3 Interview school person - part of panel or in group
2 Interview parent at home
1 Role play interview in class

Different grade levels could select the appropriate internships from the above list. With the above steps a student could start at the beginning of the CAST program with a level one internship and progress to whatever level is possible for that student. Or, a student could start with a level ten internship and develop that particular internship throughout the program. The teachers unanimously agreed that every student must have some level of internship.

Students could be assessed as to what step they could easily accomplish and their internship could be the next step in this sequence. Also students could rate each other on the effectiveness of their interviewing skills. This internship plan has the following advantages:

1. Having students practice interviewing many role models and going out on several class field trips will expose all students to many jobs other than the one they are exploring.
2. In this way, the students and teachers receive a more general coverage of career information. It also breaks down job stereotypes (racial, ethnic and sexual) by presenting a variety of role models.
3. This exposure also serves as a motivator to students to work hard for an individual internship.
4. Having role models come in to the school gives parents a chance to participate in the program.
5. Role model visits could be shared with other classes not in the CAST program. This might encourage other teachers to get involved.

Size of Group

The size of the internship group should be from three to six. It was found that in groups smaller than three, students were reluctant to ask questions. In larger groups, all students could not get the opportunity to practice asking their questions. Some employers prefer a larger group because it appears more efficient. However, employees need to understand the difference between a field trip (which is what most of them are accustomed to) and an internship.

Teacher Participant on Internship

There was a definite split on the participants' feelings towards their involvement in the actual internships. Some felt that they had no business on the internship because that would take away from the student in that the employer would tend to address his/her remarks to the teacher and not to the student. Some felt that it was important to the student to do this "on their own". The other teachers felt that the following were definite benefits to their participation:

1. They could "get a feeling" for what their students were experiencing so that they could better understand the student's feelings regarding the internships.

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2. It would give them an opportunity to evaluate the employer.
3. They could evaluate how well their students asked questions.
4. They could guide students' questioning, where necessary. If a parent or other adult supervisor is used, he/she should be prepared as to what their responsibilities should be.
5. They could evaluate how well their students' questions were answered.
6. They could help students interpret the information in relationship to their values.
7. They could help students discriminate between the job and personality of the employer.

Teacher Selection of Internships

Teachers should decide what kind of internship would be most appropriate for their grade level. At the early grade level, CAST teachers used parents and role models as internships within the school. At the junior high level, most of the students went out on internships.

Teachers should decide how many internships they want and how many times throughout the year they want to schedule them. CAST teachers could only schedule one internship for each student, but it was recommended that students have as many internship or interview experiences as possible.

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Parent Involvement

A Parent Involvement program was highly recommended. This would begin at the start of the CAST program. Suggestions for such a program may be found in the lesson plan book.

CAST INTERNSHIP FIRST CHOICES

Accountant - 1
Actress - 1
Aeronautical Engineer - 1
Archaeologist - 3
Assembly Line Worker - 2
Artist - 2
Astronaut - 1
Baseball Player - 7
Basketball Player - 5
Beautician - 2
Biologist - 2
Carpenter - 1
Cashier - 3
Child Care Worker - 1
Construction Worker - 1
Dental Assistant - 1
Disc Jockey - 2

Doctor - 13
Ecologist - 1
Electrician - 4
Engineer - 11
Fireman - 3
Football Player - 4
Forest Ranger - 8
Hospital Attendant - 1
Heavy Equipment Operator - 1
Hockey Player - 2
Key Punch Operator - 1
Lawyer - 8
Mechanic - 1
Model - 4
Nurse - 19
Photographer - 1
Pilot - 5

Police Person - 9
Programmer - 1
Psychiatrist - 1
Race Car Driver - 2
Recreation Director - 1
Sales Clerk - 1
Scientist - 1
Secretary - 10
Secretary, Executive - 2
Singer - 2
Social Worker - 2
Stewardess - 8
Teacher - 17
Truck Driver - 2
Veterinarian - 4
Writer - 1
X-Ray Technician - 1

STUDENT RELEASE FORM

Student ______________________

I have been involved in the CAST Program throughout this year. Part of our program requires participation in an "internship" activity. The internship involves selecting an occupation I am interested in, then interviewing a person in that occupation.

I will need to be absent from some of my classes, I have the responsibility to make up any work I might miss during my visitation.

The day of my internship is ______________________,
I will be leaving the building at ______________ and return at __________.
I will be visiting ______________________________________.

1st Hour __________

2nd Hour __________

3rd Hour __________

4th Hour __________

5th Hour __________

EMPLOYER EVALUATION FORM

Would you be willing to participate in the "Internship Program" next year?

Yes __________ No ________

Do you have any comments or suggestions concerning the visitations?

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FILE CARD EXAMPLE

I - Helicopter Pilot

Contact - Lt. Don Kratt
Oak. Cty. Sheriff's Dept.
Marine Division
1200 N. Telegraph

Phone 335-8194
Main Office 332-8371

Report to: Terry Cranston

Job Activity - Fly in Helicopter

Rating - 4

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INFORMATION FORM

The following Information Form could be used to communicate to all personnel involved in the internship program.

Trip Name ____________________

Location and Directions to Location ____________________

____

Driver's Name ____________________

Driver's Phone Number ____________________

Adult Supervisor's Name ____________________

Adult Supervisor's Phone Number ____________________

Departure Time ____________________

Return Time ____________________

Names of Students ____________________

____

Pick-up Location ____________________

Employer Contact Name ____________________

Directions on where to meet employer contact ____________________

____

Employer Contact's Phone Number ____________________

Special Instructions

Money Needed ____________________

Dress ____________________

Lunch ____________________

Send copies to:

-The CAST Teacher
-Counselor
-Principal
-Secretary

-Driver
-Employer
-Adult Supervisor

This information should be given out three days before the internship is to be held (minimum of one day's notice).

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PARENT LETTER

Dear ______________________________,

As you know, ______________ is participating in a new Career Education Program. ______________ is interested in finding out more about being a __________________ and a __________________. We need your help to provide him/her with this chance.

One way you can help is to give us the name of a person who could give ______________ this opportunity. This could be either you or someone you know. The person should be someone who would let ____________ watch him/her or work with him/her. We would like ____________ to go to the job one time and spend at least one hour.

If you or someone you know can do this, fill in the spaces below. Be sure to ask the person permission to use his name.

Name ____

Place of Employment: __________________________________

Name of Job:: ____

Work Telephone: ___________________

Home Telephone: ___________________

I will call this person within two or three weeks to make arrangements for when ________________ can come and what he/she will be doing there.

A second thing you can do is to help us with transportation. Please indicate below if you would be able to take _______________ to the job and bring him/her back. Even if you do not know anyone with whom ______________ can work, indicate if you could help with his/her transportation.

Check the line that tells where you can help:

_____ Can provide transportation anytime

_____ Can provide transportation on weekend

_____ Can provide transportation during school hours

_____ Can provide transportation during after school hours

_____ Cannot provide transportation

_____ Would be willing to take other children beside my own

Please return this letter before ________________________ (day and date)

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If we do not hear from you by this date we will assume you are not able to help. Without your help, particularly with the transportation, we may not be able to give ________________ this experience.

Thank you in advance for your cooperation.

Sincerely,

____

Teacher

____

Project Director

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TRAINING PROGRAM

Organization

The following pages will explain the purpose of the Career Achievement Skills Training:

1) Selection of Participants,
2) Preparation,
3) Training Procedure,
4) Teacher Observation,
5) Follow-Up Training,
6) Trainer Observation Training,
7) Materials,
8) and Recommendations for future training.

A two-week training was conducted from 8:00-5:00 for approximately 25 selected teachers and counselors who were paid and received credit for their participation. The training was led by Dr. Ted Friel and Dr. David Berenson and eight Pontiac trainers who had been in the CAST program the previous year and were serving as trainer interns. It was their responsibility to assume leadership for all follow-up observations and training.

Purpose of Training

The purpose behind the CAST inservice training was to give to the teachers and counselors the skills they needed to further develop and deliver the CAST program. This is based on Dr. Carkhuff's philosophy that the effectiveness of a program is a function of the skills of the people delivering the program as well as the effectiveness of the programs developed. So to insure the highest level of delivery and development in the CAST program - training is essential!

Selection of Participants

All Pontiac teachers and counselors were asked to apply for participation in the CAST program by completing a Human, Education and Career selection inventories developed by Carkhuff Associates which is found in the attached research report. Teachers were chosen based on their inventory scores, grade level and availability for a two-week workshop in August. Content area was not considered important in the selection criteria. We were trying to identify effective teachers who could develop, deliver and disseminate the student and teacher skills. Their content speciality was secondary to overall effectiveness in the above skill areas.

Preparation For Training

All of the CAST teachers were sent a pre-training assignment so that they would have some base of understanding before training began. They were asked:

1) to read *The Art of Teaching*, *The Art of Helping*, *The Art of Developing a Career* and *The Art of Problem Solving*,
2) to select the parts which related most closely to their needs, and
3) to discuss these sections during the first class.

Training Procedures

The training outline was as follows:

1) An overview of the project objectives was presented and the teacher's role and responsibilities defined.
2) An overview of the human, educational and career training was given and related to the project goals which were presented in terms of student outcomes.
3) Training conditions and expectations were explained.[5]
4) The two-week training schedule was previewed.

Mornings

1) The Human Achievement Modules were presented, based on Dr. Carkhuff's book *The Art of Helping* and *The Art of Teaching*. (Vol. I and II.) This was done in a large group.
2) The human achievement or interpersonal skills were then practiced in small groups with two people playing the roles of helper and helpee while the rest of the group gave feedback. Each group had a trainer who was a counselor from last year's program. The trainer had primary responsibility for providing direction and feedback for the group.
3) The homework assignment was given. The teachers and counselors were to practice the skills they learned and to write down what happened as a result of their use. These results would be shared the following morning.

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[5] See bibliography in Appendix, p. 128A.

Afternoons

1) The Career Achievement Skills were taught in a large group to the teachers and counselors using the new lesson plan books.
2) The elementary and junior high comic book, "The Story of Who" was used as a visual model for the CAST program.
3) The Art of Problem Solving was given as a homework assignment along with the career decision-making assignment.
4) The career achievement homework assignment was having the teachers and counselors be students and do the lessons in the lesson plan book. It was felt that only if the participants had gone through the book as a student would they be able to effectively deliver the program to their students. In addition, they were asked to list ways they might deliver each lesson. This gave each teacher a pool of strategies from which he/she could choose in delivering his/her lesson.

Second Week Afternoons

After the teachers and counselors were familiar with the career skills, the afternoons were spent learning the educational skills necessary to further develop and deliver the CAST program. The Art of Teaching served as the basis for this training. Teachers and counselors developed and practiced delivering their own lesson plans to other members of the group. The group members would then rate them as to how well they used the human, educational and career skills they had learned.

Evaluation

Teachers were evaluated on the same paper and pencil inventory they had taken in the beginning of the program. This gave some indication of their growth scores due to training.

Classroom Observations

Follow-up is the key to effective implementation of any inservice program. Teaching skills during a two-week workshop does not assure that they will be used correctly in the classroom. The reason for this is the conditions of training are vastly different than the conditions in the classroom. Therefore, to insure that all teachers could, in fact, use the skills in their classroom delivery, periodic classroom observations were made.

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This was achieved by assigning each trainer one or two teachers to observe and follow-up. Where teachers and trainers were in the same building, those trainers observed those teachers. In the other cases, the trainers had flexible schedules which allowed them to observe the other teachers in their respective buildings.

Scheduling of observations was handled between the teacher and trainer. In the beginning, each trainer visited the classroom once a week for the entire CAST class period. As teachers became more comfortable and proficient in their delivery the frequency of visits was much less and for shorter periods of time. On the average each teacher was observed approximately eight times from November to May.

During these visits, the trainer was evaluating how effective the teacher was presenting the career content as well as the effectiveness of his/her human and educational delivery skills. To perform the evaluation, the trainers used an observational checklist developed by Carkhuff Associates personnel. This list described the quality of the behavior in each of the following areas: (These areas are further described in the project evaluation report.)

1) Methods
2) Content
3) Strategies
4) Attending
5) Responding
6) Reinforcement

Using a five-point scale developed for each area, the trainer would record all the teacher's behaviors for a 45-minute period. At the end of the observation, the trainer would have a profile of the teacher's delivery in each of these areas. Based on this information the trainer would briefly give feedback to the teacher and would make an appointment so that the teacher and trainer could discuss the observational checklist.

During these follow-up sessions the teachers and trainers discussed the content presentation and the delivery and how they could be improved. The checklist was used to select the area where the teacher had the greatest chance of improvement. Together, teacher and trainer set a behavior goal within the deficient area and wrote a program which the teacher would practice for the next observation.

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Teacher Observational Training

In order to observe and develop these programs for teachers, the trainers had to be trained. This observation training was conducted monthly by Dr. David Berenson. At this time problems and areas of concern regarding any part of the observation and follow-up sessions were discussed and programs developed to alleviate them. Here is an example of one trainer observational program:

Trainer Observation Program

1. Set up appointment with trainee.
2. Observe for one hour a week at first until you can discriminate areas of greatest need.
3. Respond to strength.
4. Initiate goal and program for area needing attention.
5. Develop small programs so that they can be achieved in one week's time.
6. Feedback to me on Fridays major areas needing to be addressed at university class.

Teacher Follow-Up Training

One night a month the teachers in the CAST program met with the trainers for follow-up training sessions for which they received university credit. The skills the teachers were having difficulty with were reviewed and practiced. Teachers made tapes of their classroom sessions and reviewed them with their trainer to discuss strengths and weaknesses.

These classes were valuable to the teacher and trainer. Teachers reveived additional skills and program plus help in those areas where it was needed. Trainers had a chance to assess where the group stood in relationship to the skills being addressed and could develop their programs to help the teachers.

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Training Outcome Recommendations

Length of Time

Most participants felt that the time was well spent and although the days were long, they were necessary. They felt that the training might be even more beneficial if there were three weeks, with more time given to the career content. Some felt the training should be interrupted by a chance to implement the skills one at a time before going on to the next skill.

Content

Human

All participants felt the need for more training on the Human Skills. They recommended that the pace be slow enough for them to internalize the discriminations before moving on to the next piece. In addition, they felt the human skills should be introduced and practiced within their own content area first rather than in the career area as in training. The unfamiliarity of the content restricted them from effectively using their interpersonal skills. Also they stated that too much time was spent in small groups and they recommended practicing the human skills in a large group training mode so that they could learn to use the skills under conditions similar to their classroom setting. They felt that the taping that was done was helpful but more training sessions as well as their classroom delivery would help them make finer discriminations in assessing their own human skill development.

Education

As in the Human, the participants urged that more time be spent training the Education Skills. This area was covered too quickly in training. Particular emphasis, they felt, should be on developing learning strategies and content (facts-programs). These skills would assist the teacher in individualizing and extending the curriculum to meet the needs of his/her students and his/her school. They also recommended spending more time developing strategies for the Career skills so that they could have been more prepared when beginning to teach CAST.

Career

They felt by going through CAST as students, until they had mastered the content, was essential. Although this was attempted in training, too little time was devoted to it. Once having learned the content they could practice the delivery process which included the use of the human or interpersonal skills. When teachers are trying to be both student and CAST teacher at the same time, they get confused. Thus, their interegation of the Human and Career is incomplete.

Format of Training

Some felt the format was excellent. Others wanted more time in small **groups** for instruction as well as practice.

Most Valuable

Of all the training skills the teachers felt both the Human and Education skills to be the most valuable. They felt that these skills had helped them grow personally and professionally. These are also the skills that were most generalizable into their own content area. Thus, teachers were seeing positive results of skills utilized in their speciality area as well as the career area.

Classroom Observation

There seemed to be a need for fewer and more indepth (finer discriminations) assessment of the teachers deficit areas so that programs could be tailored to individual needs. Some teachers felt that more time should be spent giving feedback on one area of deficit while others felt they wanted to know about all areas. They also recommended that one skill area be targeted, programs developed and practiced before moving on to another area.

Jumping ahead before mastering of any area leaves the teacher frustrated and discouraged over his/her seeming lack of progress. The teachers suggested that another way to overcome these frustrations of not feeling like progress is being made is to use a recording system where the teacher can chart his/her progress so that they can receive feedback regarding their own growth. In this way, the teacher can see that improvement is being made.

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Evening Classes

Most participants felt that the Wayne State University class could have been spent working with:

1) content, and
2) individual elementary and junior high needs.

They felt it met often enough but could have been more personalized. Too much time was spent on delivery rather than on training.

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THE PONTIAC ADULT-STUDENT LEARNING SYSTEM

The Pontiac Adult-Student Learning System is an academic class offered to high school students within the Pontiac School District. This course teaches students communication skills which are necessary in dealing with adult employees, the decision-making process which they use in selecting an internship, and program development skills which the students use in developing programs to take them from where they are to where they want or need to be. The students spend approximately 25 classroom hours examining their skills, values, aspirations and career alternatives. Following and as a result of the classroom experience, the students use their decision-making skills to select jobs within the community on which they will be placed as an intern. The students spend a minimum of one hour a day for five to six weeks observing an adult employee so that they can identify the skills necessary to hold down that job.

Robert Rochow,
Director of PALS

GLOSSARY

-attending - Showing attention by establishing eye contact, facing the person squarely, and leaning forward and listening carefully

-business contact - (interest area) Face to face business in which one person tries to persuade another

-business detail - (interest area) Occupation in which people organize information

-career - Way you live your life (synonyms: vocation, lifestyle)

-CAST - Career Achievement Skills Training

-cell score - Product of weight values times favorability sign in decision-making chart for one value

-education - (interest area) Occupation in which one person teaches or trains another

-education level - The amount of training or formal schooling a person has. There are five levels: less than high school, high school diploma, high school plus some training, college degree, more than four years of college.

-eye contact - Looking at a person's eyes when you are talking with him

-emotional - Concerning feelings or relationships with other people

-favorability sign - A sign that can be used to show to what extent the job meets an occupational value

-ideal job score - The number which represents a job which meets all chosen occupational values

-intellectual - Mental, referring to the mind

-internship interview - Face to face meeting to gain information on a career

-interest area - Group of jobs related to one another on the basis of what people do

-job - Work for which you get paid

-job activity - Things which people do while they are working

-job requirement - What is demanded by the job or employer

-job score - A number assigned to a job to show how well it meets our values

-job title - Name of a job

-most preferred cell - Cell on Educational Levels Chart which shows desired interest area and educational level

-negative numbers - Numbers less that zero

-occupational value - What a person wants from a job

-outdoors(interest area) - Occupations involving the care and preservation of natural resources, plants and animals

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GLOSSARY (Cont.)

-people job - Job which requires a worker to spend over 50% of his time working with people

-people source - Someone who can provide information

-physical - Of, or referring to, the body; also places and conditions

-positive numbers - Numbers greater than zero

-program - A list of step-by-step instructions leading to a goal

-quantify - To state in a measurable way

-recreation - (interest area) - Occupations in which one person is responsible for providing leisure activity for others

-requirement - What is demanded of a person

-responding - Verbally repeating the exact meaning of a person's statement

-role play - Act out a situation

-science - (interest area) - Occupations which involve the use of research for the purpose of developing or verifying

-service - (interest area) - Occupations in which one person helps another

-sources of information - Some person, place or thing that can provide answers to questions

-summarizing - To verbally respond with one short statement that gives the meaning of several statements

-technology - (interest area) - Occupations involving the production, maintenance and transportation of goods

-thing job - Job which requires a worker to spend over 50% of his time working with things

-thing source - Something which can provide information

-value - What a person wants, or rates as desirable or important to him

-value weight - The numbers from 1-10 which I have assigned to my values to show preference

-weighting - Using numbers from 1-10 to indicate preference

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